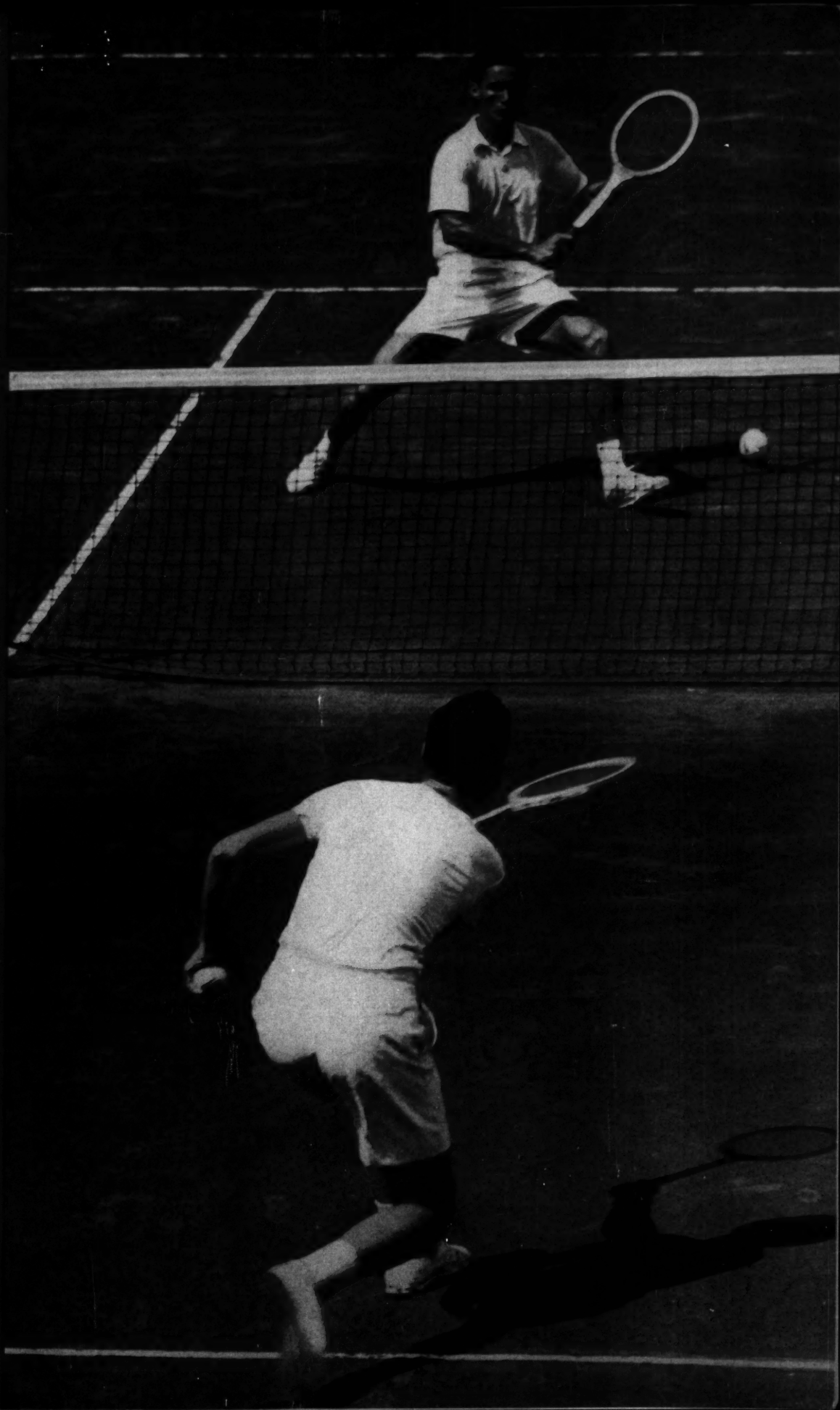


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VOLUME 24 • NUMBER 9 • MAY

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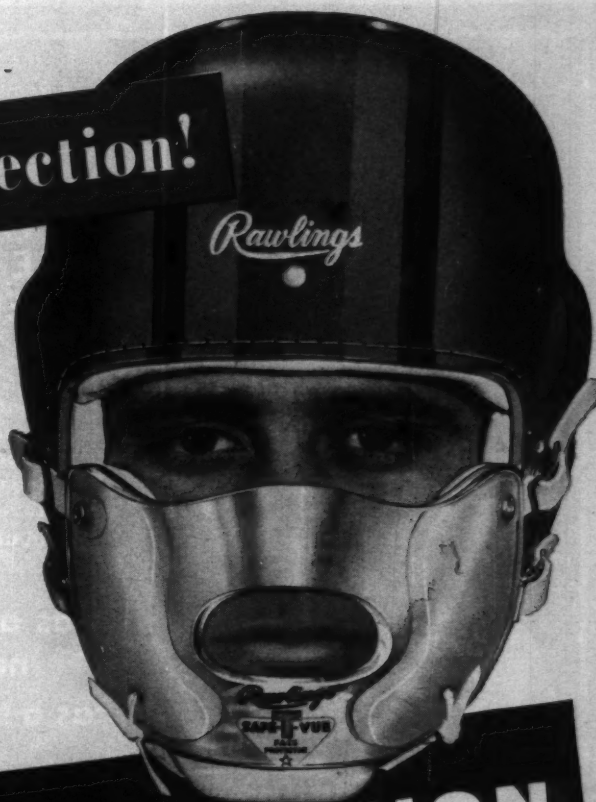
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Nice guys finish first!

EVER notice how many big league managers and players keep shrilling about "guts" and "desire to win" and "hating to lose"? Sometimes it's hard to figure how the game is played—with the intestines or with the arms and legs.

That sterling sportsman, Leo Durocher, stoutly claims that "nice guys finish last." In other words, you've got to be a rat to win.

Jackie Robinson throws a bat into the stands, starts a rhubarb every third day, and excuses it all with, "If I'm a trouble maker . . . it's because I can't stand losing."

Casey Stengel drools over Billy Martin because "he's got the guts of a burglar."

Eddie Stanky is immortalized because he'll use "every trick in the book" to win.

This sort of mentality may have its place in baseball, but not the sort of place fit for gentlemen and sportsmen. We can just hear the "guts" boys neigh over that one—gentlemen and sportsmen. And it's surprising how many nice people will condone all the rowdiness and gutter-sniping on the grounds that "Zeke is just a great ball player who hates to lose."

Everybody seems to worship the "Zekes" of baseball. They even get articles written about them in *Collier's* and *Life*.

This sacred worship of the "hate-to-lose" mentality is downright ridiculous. For heaven's sake, who LOVES to lose? Who even LIKES it? In all our experience, we've never met an athlete who didn't want to win. But just because some fellows can lose without throwing a fit is no cause for disparagement. Somebody's GOT to lose, and the lord help us if we can't teach our athletes to lose gracefully.

The great fault in our thinking—particularly of sportswriters, who should know better—is that we tend

to respect, even eulogize, the sore-head who goes into a tantrum anytime he's crossed or frustrated. This, we solemnly believe, is the hallmark of the champion—the fellow who never stops trying, the fellow with "desire," the fellow who "refuses to quit."

We say—*hogwash!* Nine rhubarbs out of ten are started by fellows with little respect for authority and no control over their emotions—or by simple-minded showboats who delight in posing as "guts" ball players.

It would be one thing if the "can't-stand-to-lose" boys would vent their spleen in private. It would then be strictly a matter between themselves and the wall they're pounding their heads against.

But the pity of it is that they throw their whing-dings in public places—either on the ball field or in the purple prose of their newspaper boswells.

What a beautiful example for the millions of kids and budding athletes who are constantly looking to them for inspiration!

What good are all our sermons on sportsmanship, on playing the game according to the rules, on obeying legally constituted authority, on being gracious in victory and generous in defeat—when so many of our big league heroes make a fetish out of flouting these rules and ideals?

Baseball's accent on "aggressiveness" and "desire to win" has always puzzled us. The sport doesn't compare with football and basketball in body contact, and it isn't nearly as intensely competitive as track. Yet the players make five times as much noise about "guts" and aggressiveness.

It makes us suspicious, just the way a guy who keeps beating his chest and proclaiming his manliness would make us suspicious. It could well be that the shrilling is just a

cover-up for a lack of talent, a lack of principle, or a lack of mind.

You can have these guys. We'll take the "nice guys"—whether they finish third, fourth, or last. We'll go on admiring and respecting the fellows who do their best without fanfare or chest beating, who play the game by the rules, who win like men and lose like men.

They may not get the headline space of the chest beaters, but they make the sports world a much better place to live in.

THE LANE TO HAPPINESS

AFTER years of shilling for the 12-foot lane, we're happy to find that it has been made official for 1955-56.

We're positive it will improve the game by blunting the effectiveness of the "big" man, particularly in the matter of cheap goals. The big boy will now have to *maneuver* for his shot, not simply turn and lay it in.

This is a positive step forward in the progress of the game, and only three more steps can round out the maturing process. They are:

1. A time limitation on possession (equivalent to the pros' 24-second rule) to kill the stalling nuisance.
2. The abolishment of zone defense.
3. A team foul limit for each quarter in place of the abortive bonus-shot rule.

It's about time our rules fathers put an end to the excruciating nuisances engendered by stalling and zone defenses. And it can't be done with innocuous rules tinkering. It requires boldness and imagination.

All the above rules have worked beautifully for the professional game; and there's no reason why they can't work just as beautifully—if not more so—for the amateur game.

Leather or Plastic...MacGregor helmets give **TOP PROTECTION!**

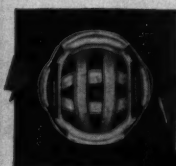
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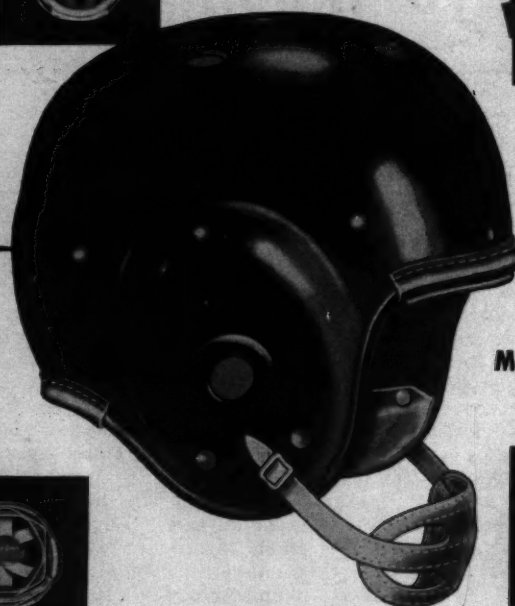
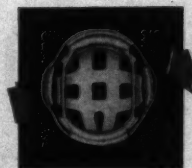
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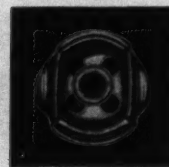
Here's MacGregor's new "tension strap" construction which distributes shock and gives excellent protection against those dangerous side blows.



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STRAIGHT SHOULDER



Blocker's forehead makes initial contact, then head slides to side. Forearm and upper arm form extension of shoulder

and blocker follows up and through with short digging steps, lateral push of head, rising of shoulders, turning of trunk.

Blocking and Tackling

PHYSICAL and mental characteristics for good linemen include: (1) explosiveness, for delivering a blow; (2) speed, for pulling and getting down and across field; (3) size, for giving and absorbing punishment; (4) aggressiveness; (5) "guts"; and (6) character, thinking in terms of team rather than individual success.

Pre-Shift Stance: Head is up and eyes focussed straight ahead. Hands rest on knees with thumbs to inside and arms locked straight at elbows. Trunk is straight with knees bent approximately 45°, toes pointed straight ahead, and weight carried on balls of feet.

Finished Stance: Feet are straight in a heel-toe stagger, both heels off ground and legs well coiled. Trunk is straight with buttocks slightly lower than shoulders.

Hand on side of rear foot is down, directly beneath shoulder, with arm locked straight and cushion of fingers touching ground. Other arm is bent at elbow with forearm resting on thigh. Stance is adjusted so that shoulders are parallel.

Basic Blocks: Following is an analysis of skills that may be used in any system.

1. Straight shoulder:

- (a) Eyes on target until contact.
- (b) Forehead touches first, then head slides to one side.
- (c) Jolt—extension of knee, ankle, and hip joint (lunge).
- (d) Forearm and upper arm form an extension of shoulder.
- (e) Follow up and follow through—short digging steps, lateral push of head, rising of shoulders, turning of trunk.
- (f) Philosophy—(1) contact first, position second, get opponent off balance and control him after he's off balance; (2) when man is in range, always contact with both feet on ground; when opponent is out of range, step toward him with near foot and uncoil from it.

2. Trap:

Trapper anticipates defensive man will be in most difficult spot—spot he lines up in on line of scrimmage. Trapper gets to opponent as quickly as possible with enough equilibrium to keep from being knocked off balance. He buries head in center of opponent and lets it slide to inside if man hasn't passed line of scrim-

mage. If he has passed line of scrimmage, trapper lets head slide off toward own goal line.

Contact is made by straightening involved joints, with both feet on ground. This constitutes the jolt.

Trapper should learn to gather himself a few feet before he gets to opponent. During this gather, he should emphasize a wide base, bull neck, straight back, and short digging steps. A maximum jolt can only be delivered when both feet are on ground. The aforementioned form facilitates lunge from semi-crouch position.

3. Pivot and Post:

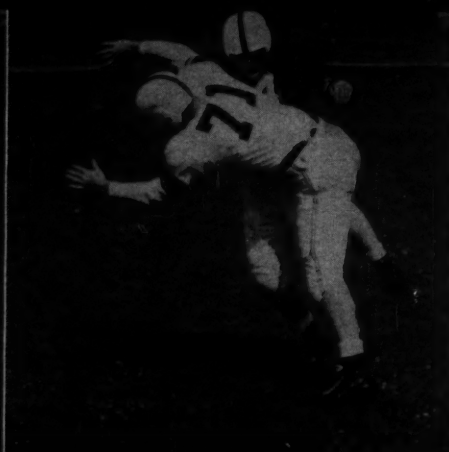
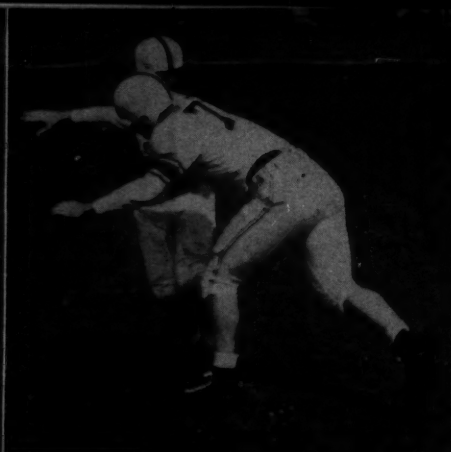
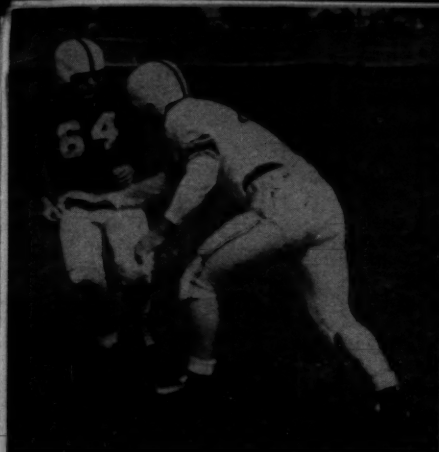
Post—responsibility is to break charge of defensive man. Post places head directly in middle of opponent's crotch. Leg opposite direction which post wants to carry man is advanced, with foot and knee also splitting crotch. Forearm on that side also forms an extension of shoulder.

After contact is made by both pivot and post, latter pivots until head is in direction which he wants to carry defensive man. When this position has been gained, post digs out—permitting shoulder to slide to

(Continued on page 40)

By R. P. GRIFFIN

Line Coach, Florida A. & M. Univ.

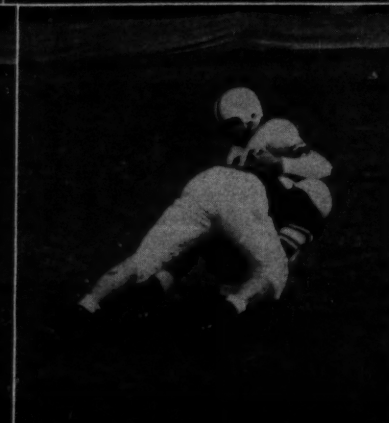
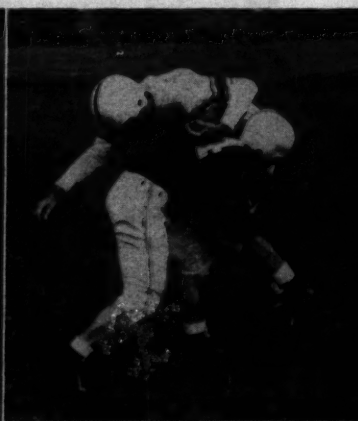
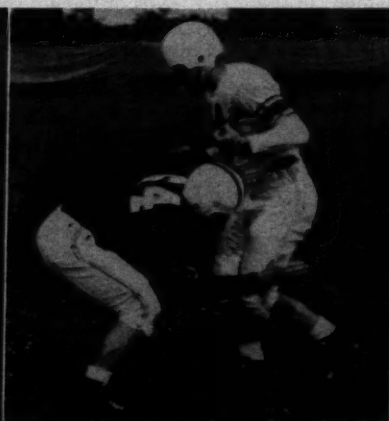


▲ BODY BLOCK

Blocker steps into man and throws opposite hip into him. He drives across opponent, hitting his chest with armpit. Arm on one side and leg on other give extra blocking protection.

▼ HEAD-ON TACKLE

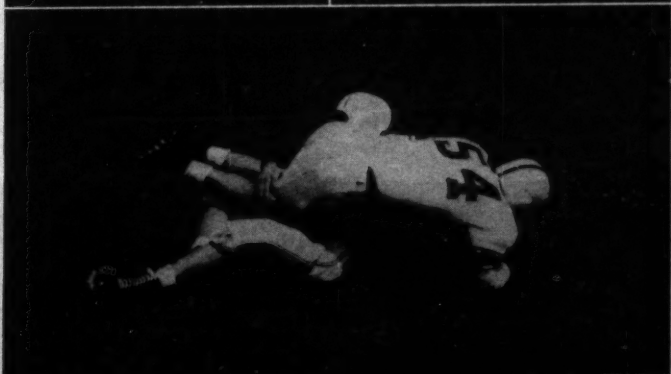
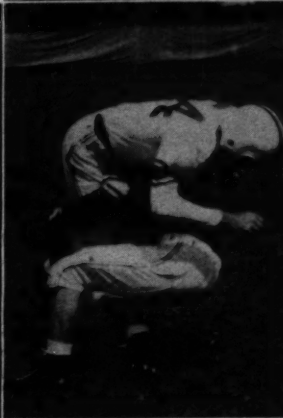
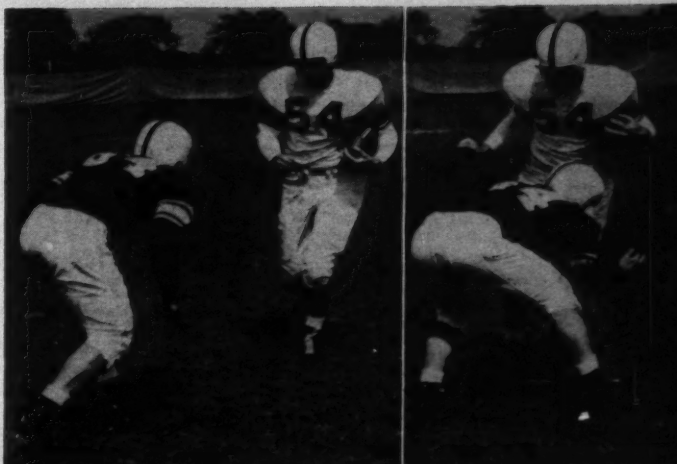
Tackler hits man at waist and shoots head to side. He throws arms around legs and pulls them to him. He drives with shoulder and legs, lifts with arms, and dumps the carrier backward.



SIDE TACKLE

Tackler gauges speed of ball-carrier, then runs in a straight line to spot at which paths will cross. He keeps feet until he gets close, then drives head and shoulders across man's thighs. He gets his body entirely across his path and throws both arms around his legs. He squeezes knees tightly so that contact will dump man over him. When executed correctly, as shown, momentum will carry tackler around and on top of carrier. Main idea is not to leave feet too soon, but to make move from in close. Even if the tackler doesn't make a perfect tackle, he'll at least slow up the runner enough to permit a teammate to reach him.

(Demonstrated by U. of Oklahoma players under Coach Bud Wilkinson's direction. Photos courtesy of The Quaker Oats Company.)



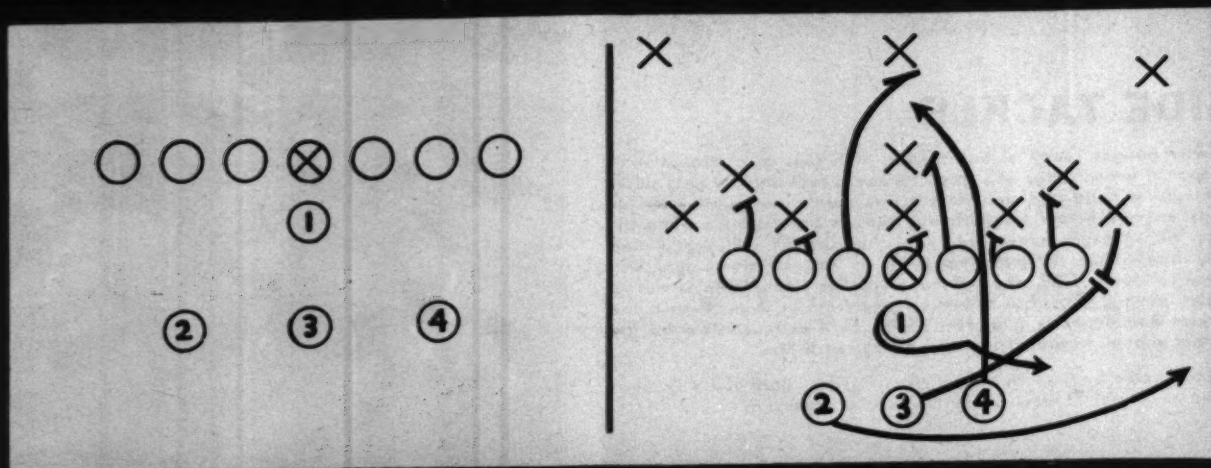


Diagram 1: Training pattern in various set-ups with both DMs. In first play in this which appears to drive a set-
 -up and looks concerned for each identification, slightly good ground pattern which is tough to stop.

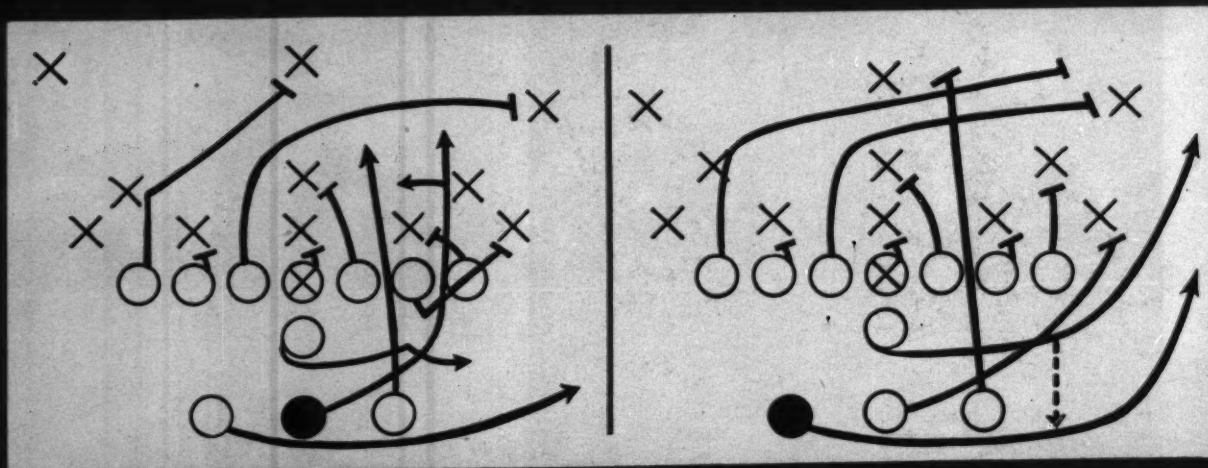


Diagram 2: Training pattern in various set-ups with both DMs. In first play in this which appears to drive a set-
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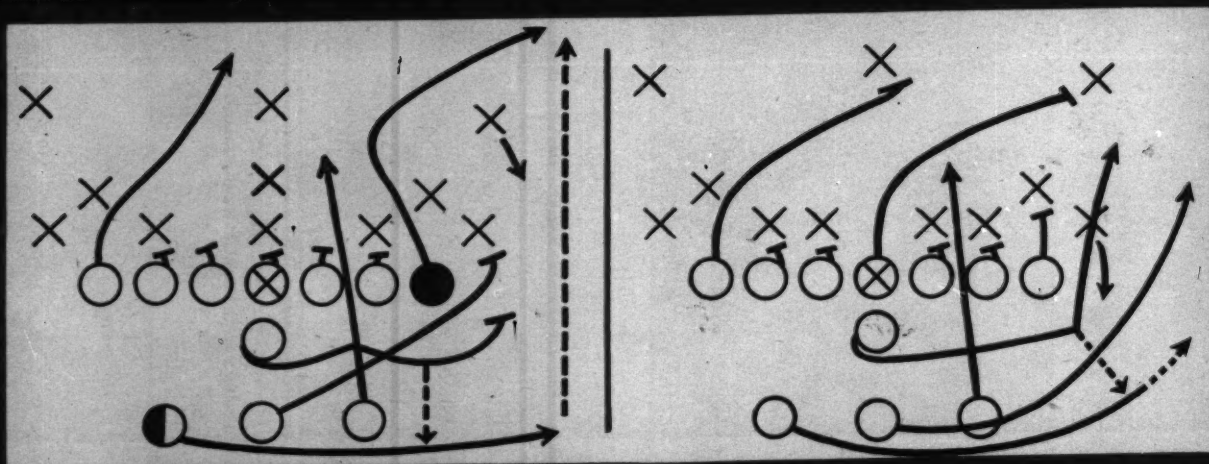


Diagram 3: Training pattern in various set-ups with both DMs. In first play in this which appears to drive a set-
 -up and looks concerned for each identification, slightly good ground pattern which is tough to stop.

SIMPLIFIED MULTIPLE OFFENSE FOR HIGH SCHOOL TEAMS

MODERN football is definitely pulling away from the single attacking formation and gravitating toward the multiple offense. The most ardent disciples of the T are now adding single-wing plays to spice and powerize their attack; while single-wing clubs are installing one or more series of quick-hitting T plays for additional speed and surprise.

What is the psychology behind this movement? The explanation is simple. The more formations or maneuvers you show your opponents, the tougher their job will be to defense you properly.

To contain your attack, they'll have to spend most of their practice time on defense. And in high school ball, where practice sessions are constricted by limited space and absenteeism, this poses quite a problem.

The defensive reactions required to meet changing offenses are habituated only through constant drill, and the time necessary to perfect these skills will have to be borrowed from the time usually allotted to conditioning or offensive drills.

The result is obvious. Your rival will be so busy trying to defense you, that he'll have to neglect his own offense.

About this time you may be thinking: Sure, this sounds good, but isn't a multiple offense too much for a high school squad to absorb? The answer is—not at all! I'd like to demonstrate how relatively simple it is to start with one basic formation and shift into another, or other formations. We feel certain you'll be able to adapt our suggestions to your own patterns, no matter what they are.

Our starting point is a normal, or tight T formation. As you can see in *Diag. 1*, we use a balanced line, with the backs numbered for quicker identification. From this set-up,

we run the standard series of T "bread and butter" plays.

The first play is the quick opener, or dive (*Diag. 2*). This play is difficult to stop because it develops so quickly, and is a consistently good ground gainer.

The next play looks like the first, which makes it effective. We call it the slant play (*Diag. 3*). The QB fakes to the RH, or 4 back, and gives to the FB, or 3 back, on a slant inside end.

The third play starts like the first two, but winds up differently. The ball is faked to the 4 back, faked to the 3 back, and pitched back to the 2 back, who sweeps the end (*Diag. 4*).

These three plays, when properly mixed, can puzzle your opponents no end.

Another play off this series is the pitchout pass (*Diag. 5*). It develops just like the pitchout running play, but ends up with the 2 back passing the ball. This is a difficult play to stop, and if your passer is proficient, it can be a long-gainer for you. The threat of a running play will draw the defensive halfback out of position.

The series described above, of course, is run from the normal balanced T formation. The possibilities from this alignment are endless.

When you add a flanker series, or send men in motion, you provide additional headaches to the opponent. Incidentally, these plays can be run to both sides with only slight changes in assignment. The flanker or man-in-motion will force the defense to change its tactics.

From the basic T, it's a simple matter to convert to the split T. Space your linemen a yard apart and move your halfbacks out a little wider; and see what you've got. The

defense now has a real job. They have to widen out with you, giving your blockers the advantage of better angles from which to hit.

The QB now moves laterally to make the transfer of the ball, and his constant movement to either side makes the option play a key one from this offense (*Diag. 6*). Teams like Notre Dame and Oklahoma have used this play very successfully.

This is a cat-and-mouse game between the QB and the defensive end. The end's problem is to guess where the ball is going. If he tackles the QB, the ball will be pitched back to a deep man, who will circle the end. If he plays the outside threat, the QB will keep the ball and run inside. The play is made more effective by faking a quick hand-off to the 4 back, which will draw the interior linemen and backerup away from the critical area.

This play, and others you may devise for your split T offense, will make you happy, your linemen will appreciate the added advantage they now have for blocking, and you'll find that the defense will find it harder to stop you. His defensive linemen will be spread thinner, and your quick-hitting stuff will be more effective.

The above formations are recommended if you have a boy with the abilities required of a good quarterback. If you're blessed with another back who can run, kick, and throw, then we suggest he play one of the halfback spots. We place him in LHB or 2 back post.

From the T, we shift into the old Notre Dame box formation, which is a single wing offense with a balanced line (*Diag. 7*). This arrangement puts the 2 back in deep position where he can run, quick kick, and pass.

Most single wing plays can be adapted to this offense, with sweeps, (Continued on page 48)

By PAUL BARTOLOMEO

Southeast Catholic H.S., Philadelphia

MAXIMUM VARIETY

in Your Backfield Patterns

By AL DAVIS

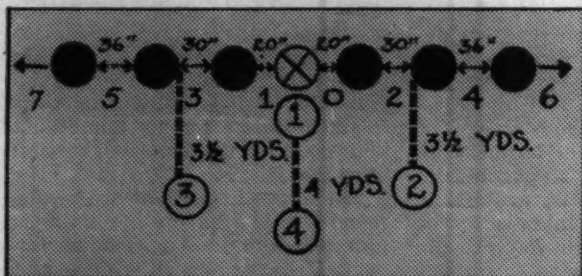
Assistant Football Coach, The Citadel

COACHES have always wondered how we're able to incorporate so many different backfield alignments and backfield series into our offense. It amazes them to discover that this can be done with a minimum amount of effort and confusion.

We attribute the success of our multiple offense to several integral parts of our organizational planning, namely: (1) our basic formation, (2) our signal system—offensive line quarterbacking, and (3) terminology—offensive backfield.

We employ several offensive formations, with the balanced line T predominant but carefully integrated into our other formations. We utilize a balanced line with specific unvarying splits on about 98% of our plays. The guards spit 20" from the center, the tackles 30" from the guards, and the ends a yard out from the tackles. *These splits never vary!*

Insofar as the backs are concerned, the halves (in our basic T) set up $3\frac{1}{2}$ yards directly back of the inside foot of the tackles, while the FB deploys 4 yards behind the center. However, the positions of these men are usually determined by their speed.

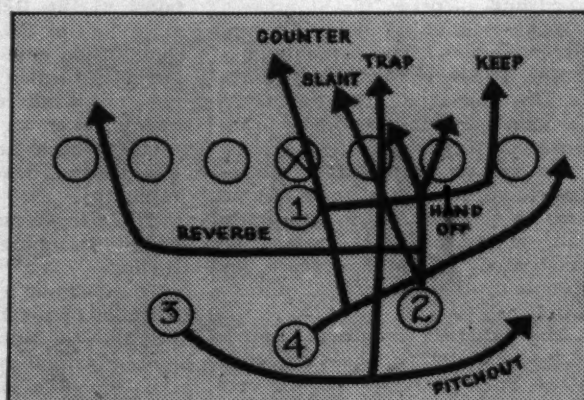


Diag. 1, offensive hole and backfield numbering system

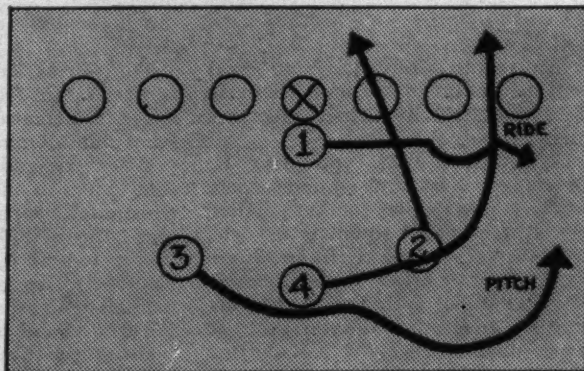
The same consistency is observed in our hole numbering. We number our holes between and outside the offensive linemen, as shown in **Diag. 1**. This offensive hole numbering, coupled with our offensive line quarterbacking, affords a huge advantage in that it solidifies the point of attack. No defensive maneuver can force us to change it.

Offensive line quarterbacking is a definite system of adjustment based on the use of three auxiliary quarterbacks, that offers a system of line blocking able to handle any defensive alignment on any given play.

Detailed in the May 1952 *Scholastic Coach*, this system represents situation blocking at its best and actually gives the offensive linemen several ways to open a hole, regardless of how the defense confronts them and without affecting the particular style of backfield play we employ.



Diag. 2, basic split T pattern "1" series



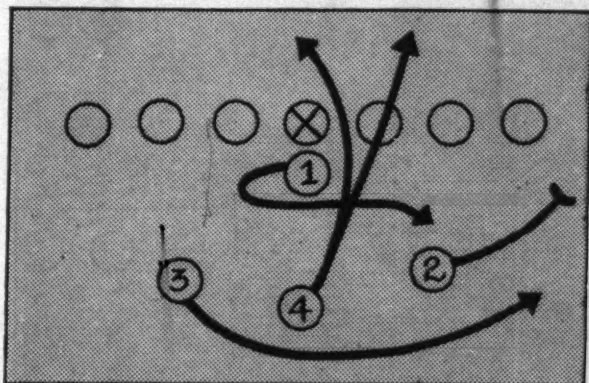
Diag. 3, belly play "1" series

Thanks to this system, our backs do not have to adjust their movements to changing defenses. They run their assignments according to the backfield series called by the QB.

Each backfield series embodies a different pattern

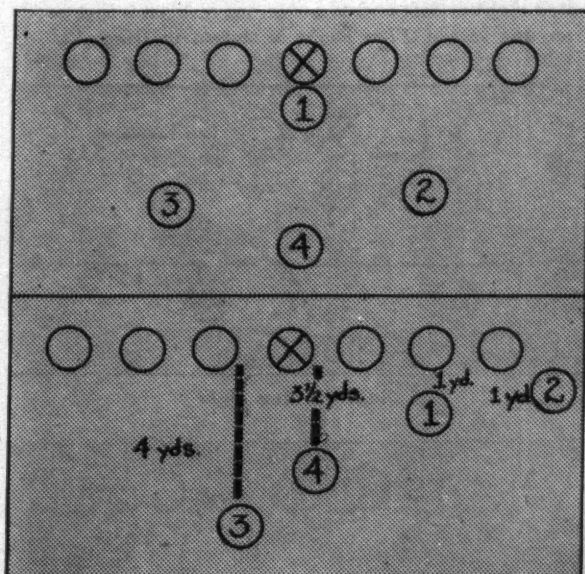
for the backfield. For example, our "1" series is the basic split T pattern coordinated with the FB ride and pitch series (Diags. 2 and 3).

Our "2" series is the FB handoff, sometimes referred to as the buck series (Diag. 4).



Diag. 4, the "2" series backfield pattern

Our "3" series is our sweep series, and in our "4" series we shift into a balanced line single wing (Diag. 5). Our "5" series employs the unbalanced line wing T formation, into which we again shift. Our series run as high as "8," but the above gives you an idea of our diversity.

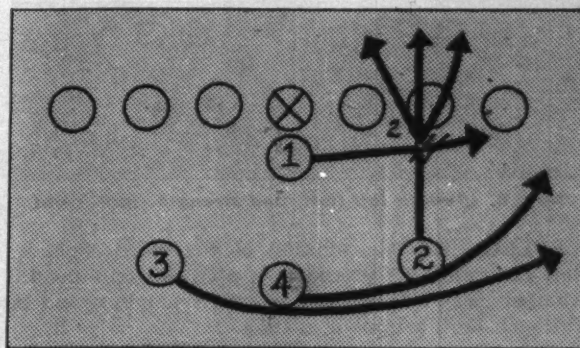


Diag. 5, the "4" series—before shift (top) and after shift into balanced line single wing (bottom)

Our signal system numbers our plays in three digits. The first number denotes the backfield series, such as "1"; the second number indicates the ball-carrier, such as "2"; and the third number denotes the hole or point of attack, such as "2."

A "122" play, thus, would be a handoff to the RH between tackle and guard (Diag. 6). A "440" play would have the team shift into a balanced line single wing, since—as you'll recall—the "4" series entails a single wing movement in our backfield.

While it would be helpful for the linemen to know



Diag. 6, a 122 play in action

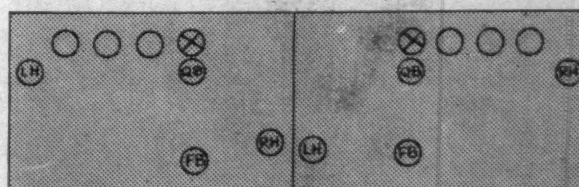
the backfield pattern on every play, this isn't really essential. When the play is called in the huddle, the linemen just listen for the last number—which denotes the hole through which the play is going. They have no assignments until they reach the line of scrimmage. There they receive their assignments from the offensive line quarterbacks.

From the foregoing, it's easy to understand how numerous backfield series can be added to our attack without encumbering the linemen. Our line quarterbacking will accommodate any new backfield series without requiring our linemen to learn any new assignments!

From our ever-growing list of football terminology, which now includes some 360 words, I've chosen the eight words that sum up in clear, precise detail the numerous backfield alignments we show while running our myriad backfield series. These words are: *Near*, *Strength*, *Fullback*, *Split*, *Flood*, *Flex*, *Double* (near, strength, flex) and *Over*.

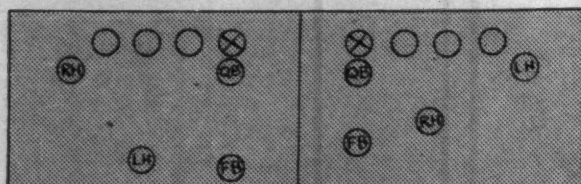
These words followed by the descriptive terms *Right* or *Left* are all that's needed to execute our variations. A thorough understanding of our complete terminology is implanted in our first days of practice. To understand our backfield terminology the team must visualize our backfield in a normal T, as shown in Diag. 1, and have a full understanding of the principles discussed under our basic formation and signal system.

NEAR is the first word in our terminology. Its call tells either HB that he's to flank his near end. If the QB precedes his play call in the huddle with the words *Near Right*, it automatically tells our RH to flank the offensive RE, whereas the call *Near Left* preceding a play call informs the LH to flank his LE (Diag. 7).



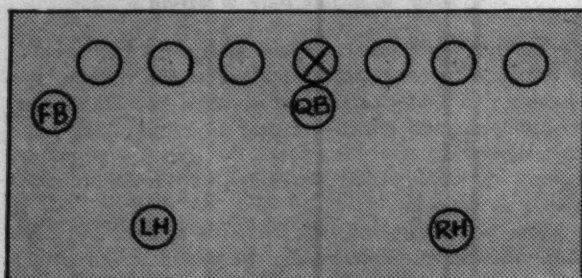
Diag. 7, near left (left) and near right (right)

STRENGTH is the next word in our backfield terminology. If the QB precedes his play call in the huddle with the expression *Strength Right*, it automatically commands our LH to flank our offensive RE. If the reverse call, *Strength Left* is made, it tells our RH to flank our LE (Diag. 8).



Diag. 8, strength left (left) and strength right (right)

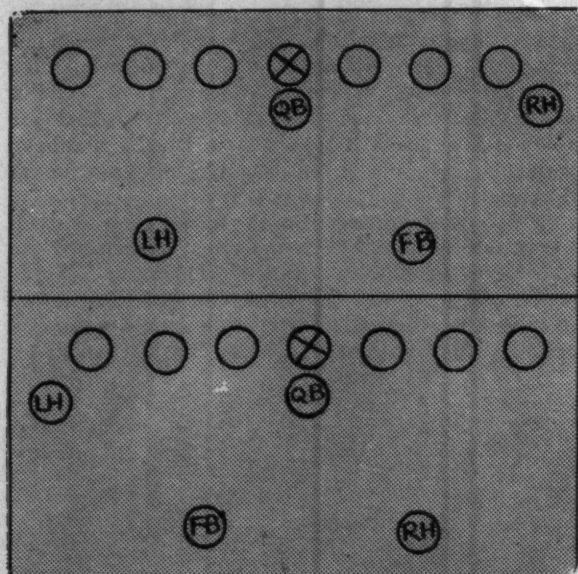
FULLBACK: The addition of the word *Right* or *Left* (to *Fullback*) preceding a play call tells the FB whether he's to flank right or left. Example would be *Fullback Left*, as shown in **Diag. 9**.



Diag. 9, fullback left

SPLIT is always followed by either *Right* or *Left*. If *Split Right* is called, it informs our RH to flank his RE in a *Near Right* position, while the FB takes the normal position of the RH (**Diag. 10**).

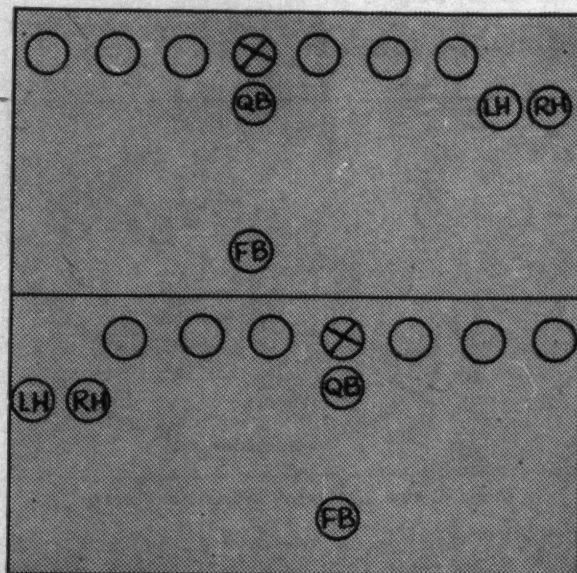
If *Split Left* prefaces the play call, the LH flanks his LE in a *Near Left* position while the FB lines up in the normal position of the LH (**Diag. 10**).



Diag. 10, split right (top) and split left (bottom)

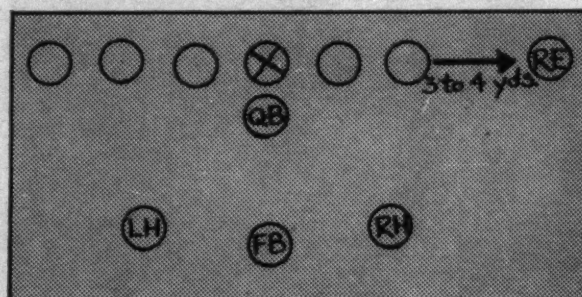
FLOOD is the word that tells both our halves to flank on the same side of either offensive end, thus loading a side. The specific direction is determined by the QB calling either *Right* or *Left* following the word *Flood*. Example: *Flood Right* would find both halves flanking our RE, with the RH on the outside (**Diag. 11**).

On *Flood Left*, both halves would flank the LE with the LH on the outside (**Diag. 11**).

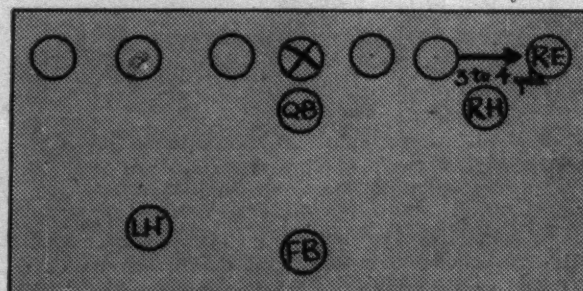


Diag. 11, flood right (top) and flood left (bottom)

FLEX pertains mainly to our offensive ends, though it concerns our backfield in one of our maneuvers. *Flex* followed by either *Right* or *Left* tells the designated right or left end to move out at least 3 to 4 yards from his tackle. *Flex Right* is shown in **Diag. 12**.



Diag. 12, flex right



Diag. 13, flex right-near right

Each back knows that when he hears a *Flex* call he must, if flanking on the side of the *Flex*, line up *inside* the flexed end. **Diag. 13** outlines a *Flex Right, Near Right* alignment.

DOUBLE, when followed by either *Near*, *Strength*, or *Flex*, automatically signifies that two men are going



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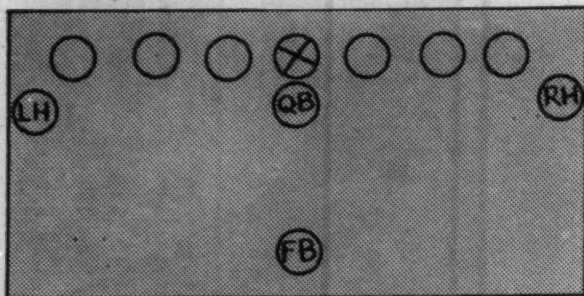
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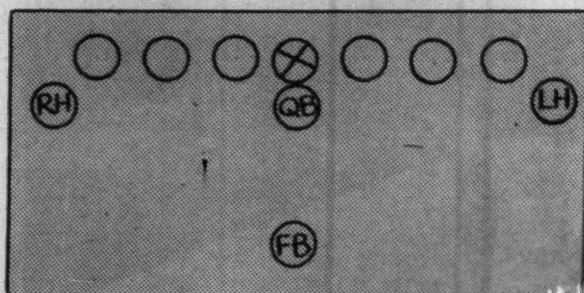
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to perform the called duty. As soon as *Double* is followed by either *Near* or *Strength*, both halves know they're going to be in either a *Near* or *Strength* position but on opposite sides of each other.

Double Near would place both halves in the *Near* position (**Diag. 14**), whereas *Double Strength* would put our LH flanking our RE and our RH flanking our LE (**Diag. 15**).



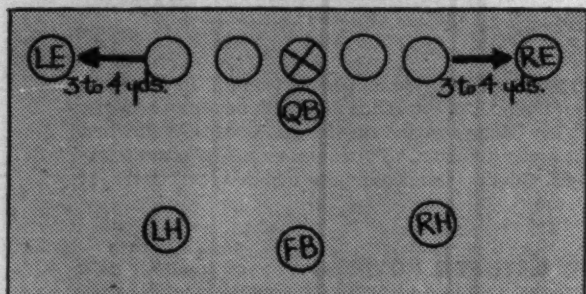
Diag. 14, double near



Diag. 15, double strength

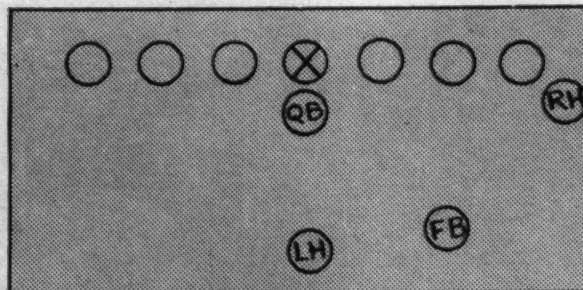
This is useful whenever our LH and RE are our best pass receivers, which often happens in our offensive setup, and we want to keep them flanked together against a zone pass defense. If we prefer to keep them apart against a man-to-man, we utilize *Double Near*. These calls also enable us to have four men ready to head quickly upfield, and of course we're always able to run any series from this alignment.

Double Flex would inform both ends to split at least 3 to 4 yards from their tackles, keeping in mind that any back performing a flank maneuver must line up inside the flexed end (**Diag. 16**).



Diag. 16, double flex

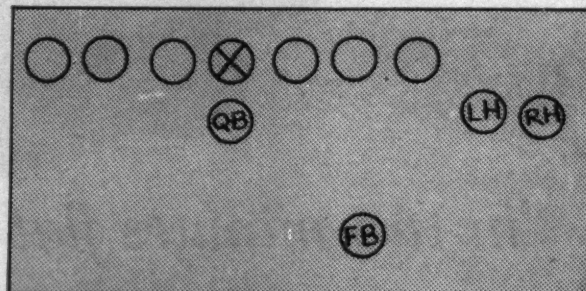
OVER, in coordination with the other expressions, gives us our greatest movement of backs. It tells our backs as a group to move *Over* into a position vacated by a flanking HB or FB. Though most of the time, two



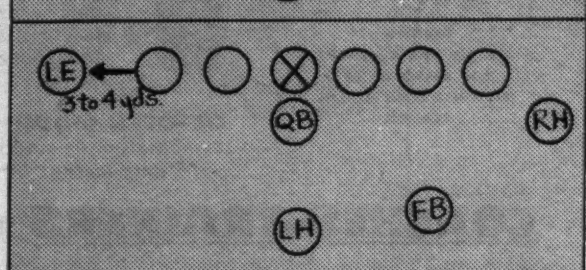
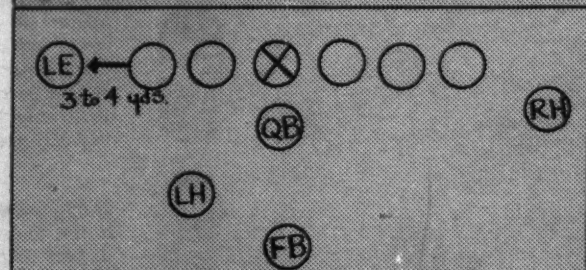
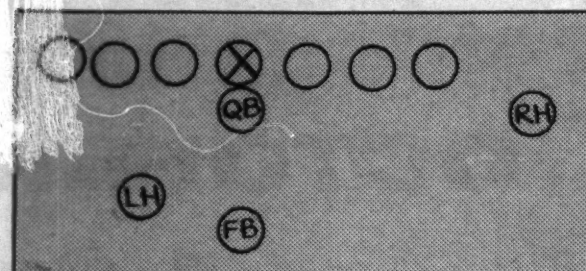
Diag. 17, near right-over-ready for 336 on 2

backs will move on this call, it's common to see only one back move.

This call follows one of the other expressions and immediately precedes a play call. An example is *Near Right* (a term call), *Over* (movement), *336* (play call) on 2 (starting count call). See **Diag. 17**.

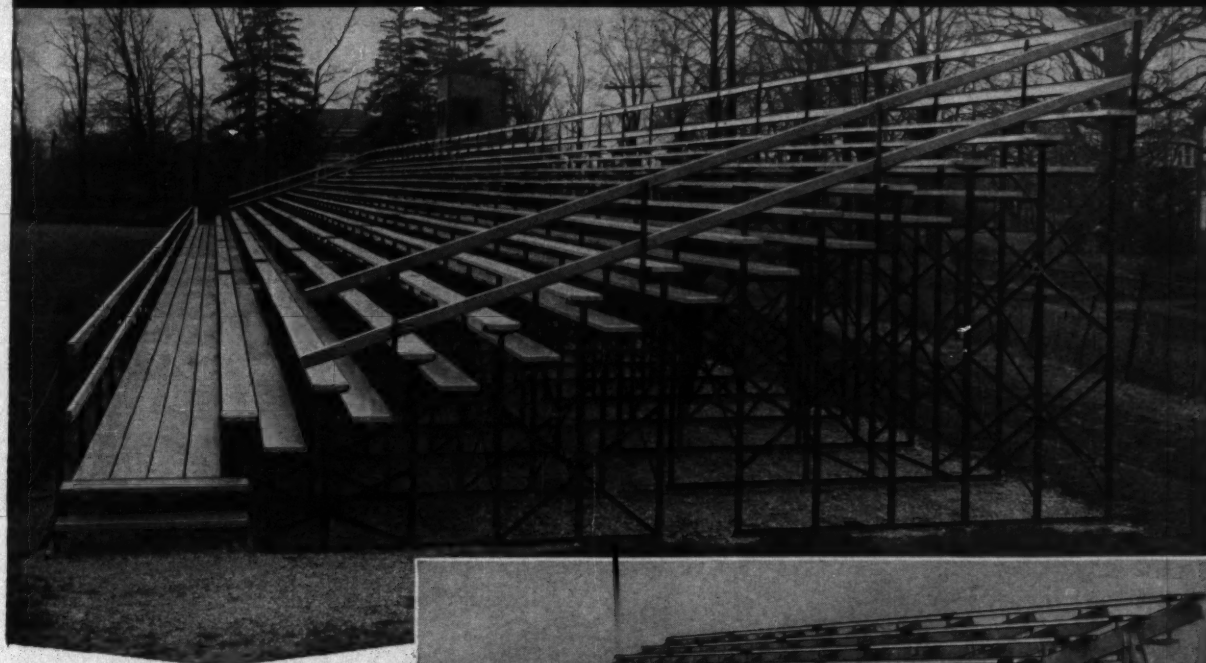


Diag. 18, flood right-over-ready for 142 on 2



Diag. 19, near right-flex left-over-134 on 3

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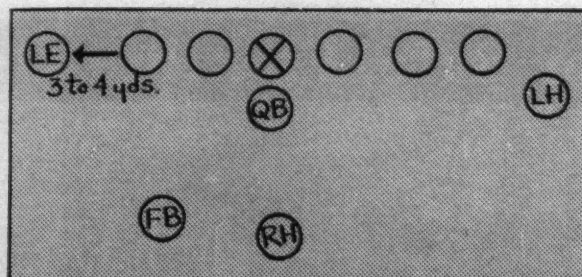


Apply ten minute
compress with Cramer's
Nitrotan, to kill bac-
teria in and around
the wound. Stop
superficial capillary
and lymph bleeding.
Locally anesthetize
to reduce pain

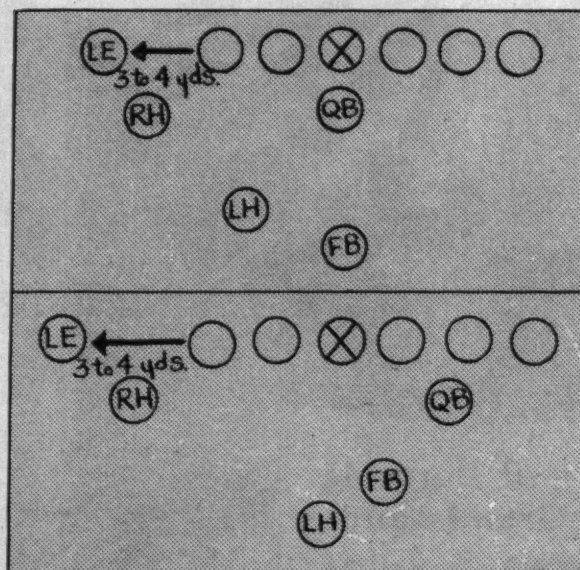
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Diag. 20, strength right-flex left-over-327 on 1



Diag. 21, strength left-flex left (top) and 441 on 4 (bottom)

Another example would be *Flood Right* (a term call), *Over* (Move-ment), 142 (play call) on 2 (starting count call). See Diag. 18 on page 16.

Just to make sure you understand all the basic principles of our play calling, I'll break down a play call in diagram and then go over two play calls, just as we'd call them in the huddle under actual game conditions.

Diag. 19 (on page 16) offers a detailed breakdown on *Near Right Flex Left, Over*, 134 on 3.

Diag. 20 presents to first complete play call: *Strength Right* (term call), *Flex Left* (another term call), *Over* (movement), 327 (play call) on 1 (starting call).

As mentioned previously, in our "4" series we shift into a balanced single wing. However, the QB may want some strength left or diversion left before the shift. Our second complete play call shows how he can get some by calling *Strength Left, Flex Left*, 441 on 4.

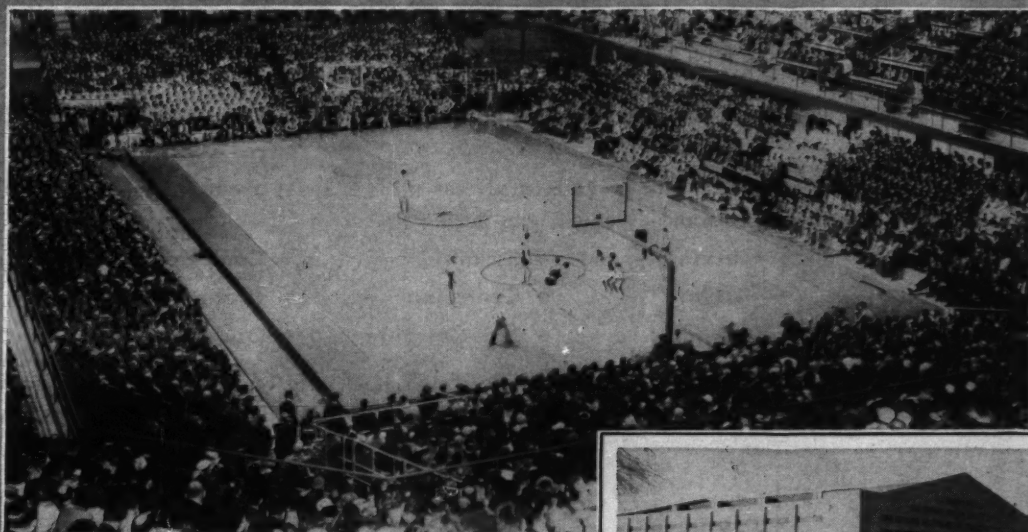
Diag. 21 shows the backfield and end alignment just before and immediately following the shift.

In closing, let me emphasize: Select simple, sharp, descriptive terminology of the type mentioned herein. Implant these terms in your first few days of practice. Make certain everybody learns them thoroughly—so that they can rattle 'em off in their sleep, under water, and especially on the field.

The result will be manifest in a broader, smoother, and more deceptive offense.

WHEN Al Davis delineated his brilliant line quarterbacking system in the May 1952 issue of *Scholastic Coach*, he was a sort of infant prodigy. At the age of 22, he was already coaching college football (Adelphi College, N. Y.). Since then he has gone on to live up to all the nice things predicted for him. He coached the powerful Fort Belvoir team in 1953, assisted with the Baltimore Colts last year, and is now Johnny Sauer's right hand man at The Citadel in Charleston, S. C.

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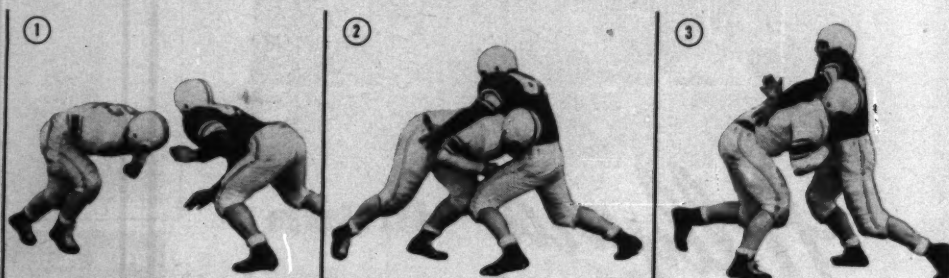
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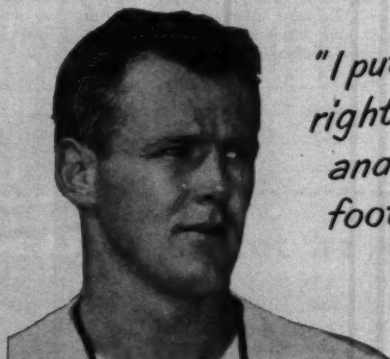
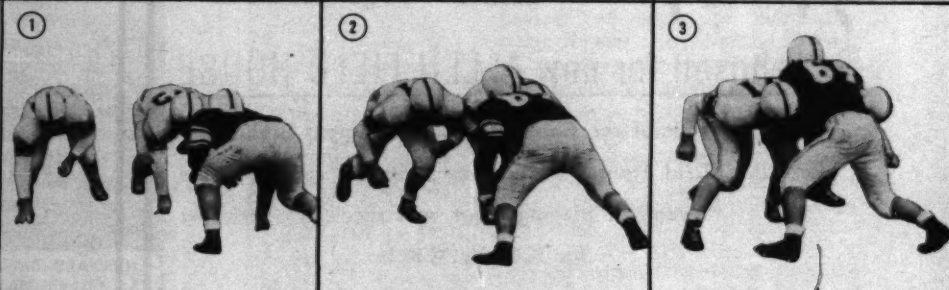
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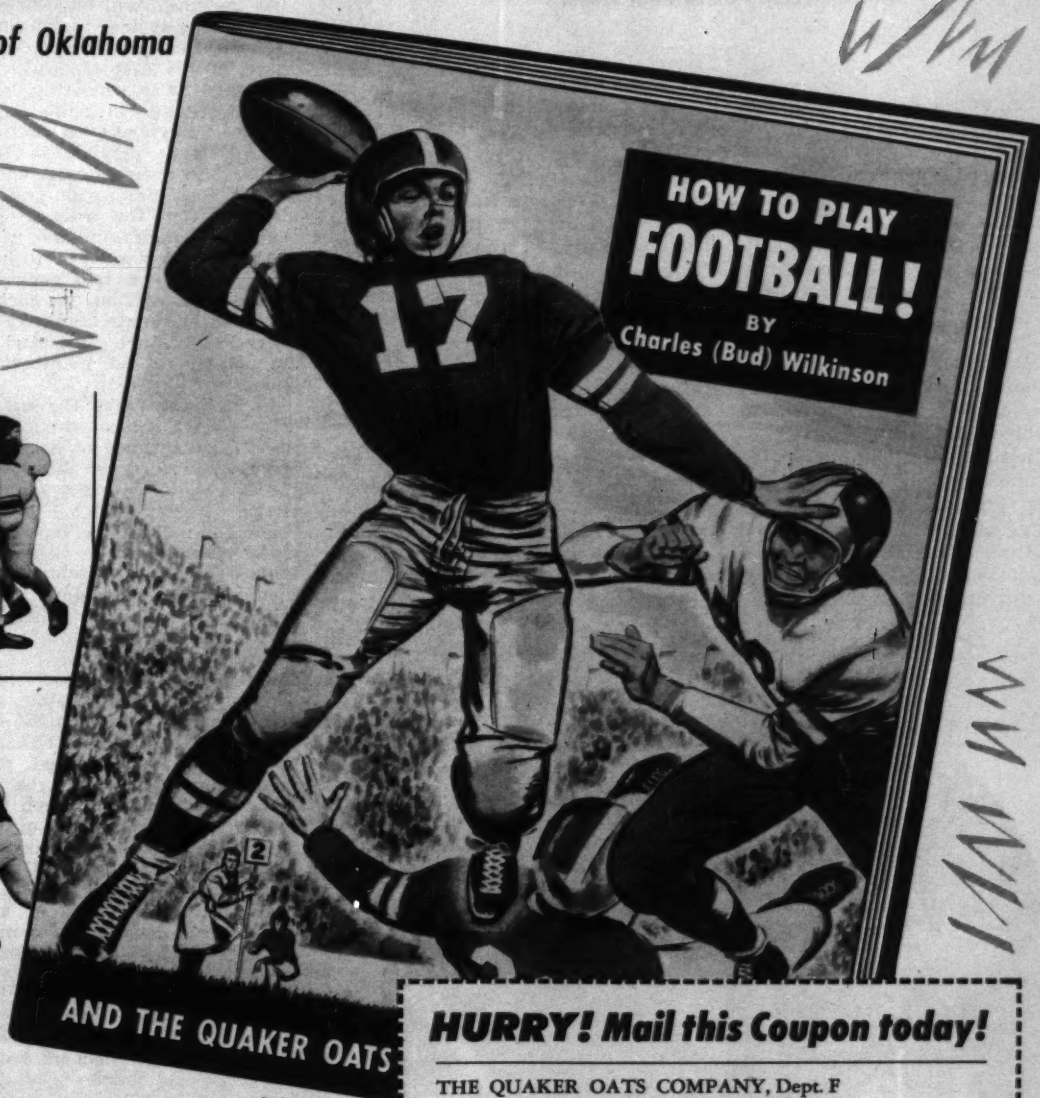
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By **JOHNNIE GOLDEN**

Hanford (Calif.) Union High School

THE beginning football coach is confronted with a maze of problems, the most complex of which—surprisingly enough—have little to do with the actual coaching of the game.

Football is now a community enterprise and the intelligent new coach, before stepping onto the practice field, will thoroughly orient himself to his surroundings.

Since public opinion can unfortunately make or break any football program, it's a wise practice to "case" the community background.

Upon his arrival in the new community, the coach should survey the situation and acquire first-hand knowledge of the following: Is the area football minded? That is, have the citizens supported the teams and coaches during the past years? How

have former coaches fared? What has been the average stay of each man?

According to past records, how does the school measure up to its competition in spirit, personnel, and league standing? If coaching changes have been numerous, has this been due to pressure or other reasons? Has there been any semblance of a building program?

A thorough study of these conditions should present a fair balance sheet to guide the coach in his public relations work.

If the former coach or athletic director has kept an up-to-date file, the new man will be saved invaluable hours. The coach's file should include the past season schedule and results as well as the new schedule. It should contain names of returning

candidates, lettermen, captain, scholastic eligibility lists, and a personnel chart on each candidate showing his advancement or decline during the past year.

If these records aren't available, perhaps the outgoing coach will consider a request to meet with the new man and brief him accordingly. Otherwise, the remaining assistants or newspaper files might produce enough information to bridge the important gap.

MEETING WITH ASSISTANTS

As the coach will have to sell himself and his system to all concerned, his best salesmanship should be produced at his first meeting with his assistants. At this meeting, he should present, along with his style and theories, playbooks to each of the group. These playbooks should be identical in every respect and should contain footnotes explaining any deviations from the orthodox in play routine or diagramming.

An all-important note to include is this: *No changes will ever be made without notification to each coach.* This will eliminate many trying situations, save much time, and prevent embarrassment to members of the staff.

In breaking down the assignments of assistants, the coach should examine the experience of each, question them on preference, and then try to place them in the most advantageous posts.

Once the positions have been decided upon, it's wise policy to eliminate the name, "assistant." All staff members should be known as "coach," with no individual lines being drawn. This erases all form of "rank" such as found in the services, and the candidates for the team should be strongly reminded of this policy at their first meeting with the coaches.

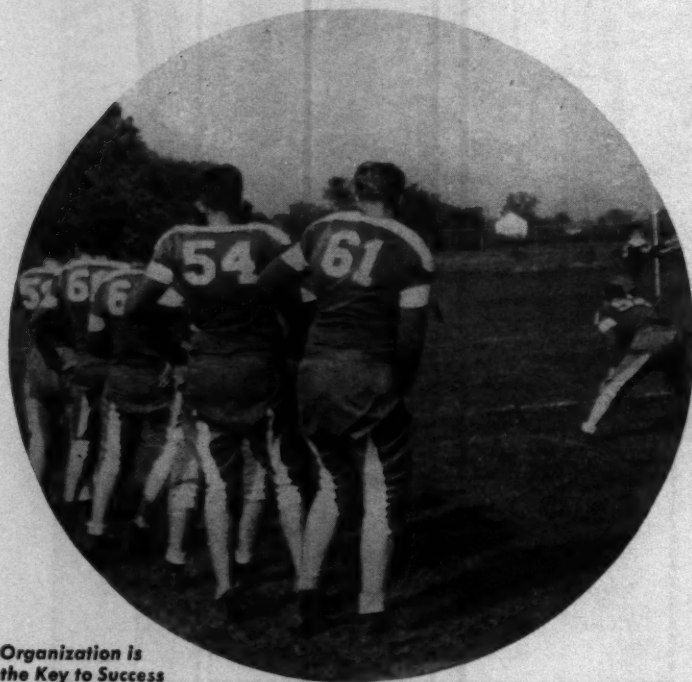
Coaches should be informed that "yes" men aren't desired, that their suggestions won't only be welcome but needed, and that each will be a leader in his department of the game. Success in welding a good combination depends on a friendly and sincere "meeting of the minds."

If, in the screening of assistants, the coach comes across a man more experienced than himself, he shouldn't deliberately pass him up. Remember, as head man, you're responsible for building a solid organization. Good assistants will not only better your team, but will reflect on your excellent choice of men.

At this meeting, the coach should also express his ideas of discipline and practice sessions, and present to each coach a practice schedule covering the first week of drills. These sheets can be easily altered after an appraisal of the first week's progress.

LETTER TO CANDIDATES

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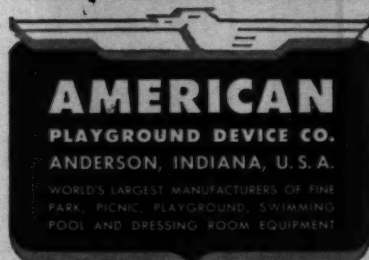


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to join the squad on opening day. The boys will respond to this sort of recognition. They'll put out for the coach who shows faith in them and will strive to prove their right to the invitation.

In many communities, likely prospects may be tied down to summer jobs which intrude upon the first week of regular practice. The parents of such boys, particularly in farming areas, may feel that practice should wait upon the completion of the boy's chores.

The wise coach will respect the parents' feeling. In his letter, he should clearly instruct the boys to report at their convenience, that they won't be expected until the summer work is completed. The coach will be surprised at the number of parents adverse to early practice, who'll come over to his side when a letter of this type is received.

The notice should contain as many personal interjections as possible and perhaps a sprinkling of humor. One season I headed my letter:

"Hi ho, hi ho,
It's back to work we go..."

An unexpected response showed up the first week when I noticed our captain directing several of the calisthenic drills to the above tempo!

In another letter, I began: "Are you aware that the first big school dance takes place Sept. 16? And, incidentally, we play our first football game Sept. 15. Hope you'll be in shape for both!" I've found that well-directed humor blends nicely with the real intentions of this letter.

Unlike many coaches, I don't approve of a letter containing a long list of "caution slogans," such as: "Your coach will dismiss you for breaking training... you must give your best at all times... you must learn self-discipline... work on your fundamentals... tardiness will not be tolerated..."

Though there's nothing wrong with these admonitions, my theory is that the good athlete accepts them as part of his code without having them spelled out for him. To insist or demand his observance of them might convey a lack of faith in both his intelligence and sense of responsibility. I like to believe that the good high school athlete is always in condition... and any letter of invitation goes only to the GOOD athlete.

Finally, the letter should include the date, place, and time of the first scheduled practice, along with similar information anent the first squad meeting and issuing of equipment. The letter should end on a friendly note, such as: "Hope your vacation has been a pleasant one, and looking forward to seeing you on Sept. 16."

MEETING CAPTAIN AND MANAGERS

Following the mailing of these letters, the coach can hurry his program along by meeting with the team captain and managers. If no captain has been selected, the coach should restrict his ideas to the managerial

duties. The atmosphere of this gathering, like the candidate letter, should aim at convincing the managers of their importance to the overall success of the season. A properly schooled managerial staff not only provides invaluable services, but saves the coach a tremendous amount of time and effort.

To magnify the personal trust being placed in them, it's a good idea to hold these gatherings at the coach's home. Light refreshments might be served, and here in a friendly living room atmosphere a greater liking and respect may be developed—more than would be possible in the cold "climate" of the gym.

The boys should be told that their best efforts will be essential in building a successful team, and that they'll be expected to grant no special favors to varsity members or friends.

Here, as in his meetings with the assistants, the coach, after outlining what he expects of this staff, should allow the boys to select their role in the plan. Generally, there will be an elected head manager and he will assume this leadership.

At the close of the meeting, the coach should display the "check list" form which will be presented to the head manager before every practice and especially the day before each game. The manager should be reminded that this list will always be open to suggestions by both himself and his assistants. The managers should then be given the date and time assigned for the distribution and checking of equipment, and reminded of the importance of their presence during those hours.

THE CAPTAIN

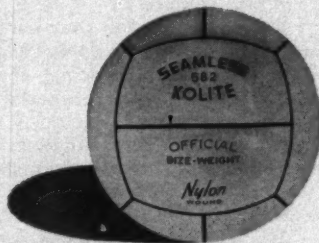
Modern football has been responsible for the "game captain" routine, which, in my opinion, breaks down all the honor, dignity, and responsibility that goes with the title. A brief analysis of the captain's duties might be offered to support my thinking.

If there's any one man on a team who must be steeped in the football philosophies of the coach, that man is the captain. The captain, in his everyday actions and play on the field, must continually set an example for the entire team, student body, and community followers. He must be the driving force of all team spirit, display courtesy to the officials and opponents, act as a go-between for players and coaches, and be thoroughly informed on the rules of the game. Along with these responsibilities, he's required to make vital decisions on penalties and keep the coach posted on injured players and personal problems of the players.

I don't believe that a week-to-week appointee can possibly assume all these leadership responsibilities. If no captain has been chosen, then the beginning coach, after careful study of his candidates, might make the choice. Such a choice might occasionally backfire, but I believe, it's the lesser of two evils.

(Continued on page 46)

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Play-by-Play Charting

THE actual play-by-play account of a football game long has been the bread and butter of the sportswriter. But not until recently has it been considered practical for coaches and officials.

Charting provides the coach with an accurate, detailed analysis of the game. It enables him to review the progress of the game at his leisure and to obtain a better idea of the relative performances of his players.

For the believer in statistics, the charting method is ideal. It provides a cross-index of the action of each team as a whole and of each player individually.

The need for a simple, efficient, detailed charting system which could be maintained by one person, was my reason for improvising the accompanying method. Created especially for newspaper coverage, this charting system can be maintained by anyone with a reasonably thorough knowledge of the game; and, therefore, is ideal for both coaches and for fans with a flair for statistics.

Basically, it consists of two charts, one for each team, which record the offensive progress of the ball.

The chart is divided into 18 categories, which include all possible offensive options. These are: Rushing attempts, yards gained rushing, yards lost rushing, passes attempted, passes completed, passing yardage,

By DARRELL SIFFORD

Jefferson City (Mo.) News-Tribune

passes intercepted, yards lost by penalties, fumbles, fumbles recovered, fumbles lost, punts, punt average, punt return, kickoff, kickoff return, field goal and extra point, and first downs.

The actual scoring portion of the chart resembles a baseball scorebook at first glance. The number of squares to the right of the offensive possibilities may vary from 15 to 25, according to the scorer.

HOW TO SCORE

Ground Plays: Each offensive hole is numbered, and this digit is the key to charting the ground game. Offensive holes are numbered from the left and right of the center, odd numbers being on the left and even on the right. The actual numbering follows the system used by many coaches.

Between center and right guard	2
Between right guard and right tackle	4
Between right tackle and right end	6
Outside right end	8
Between center and left guard	1
Between left guard and left tackle	3
Between left tackle and left end	5
Outside left end	7
Over center	0

Thus a sweep around right end would be a number "8", while a

slash off left tackle would be "5", and a plunge between center and right guard "2."

A ground play first is charted in the "rush attempts" column. The ball-carrier's name is entered in the upper portion of the square, and the location at which the play was aimed is listed in the lower portion.

The number of yards gained or lost is recorded in the top half of the appropriate square, while the yard line at which the play was stopped is designated in the lower half.

To avoid confusion, the initial of a team may precede the yard line. Thus, the Oklahoma 35-yard line would be indicated by "O-35."

Passing Plays: In the "passes attempted" column, the scorer enters the name of the passer. If the attempt is incomplete, no further remark is needed. If the pass is complete, the name of the receiver is entered in the upper portion of the "passes completed" square. The yard line to which the play carried is also indicated in the same square. The entry in the "passing yards" column is the distance covered by the play.

To clarify the play further, the scorer may indicate by a diagram in the margin the pattern taken by the receiver.

In the event of an interception, the name of the passer is given and a line is drawn to the "passes inter-

	①	1-10 M-25	2-5 M-30	3-6 M-29	1-10 M-40	②	1-10 M-25	2-9 M-26	3-9 M-26	③
RUSH ATTEMPTS	EATON	6	FOX	4	BURNING	3	EATON	2		
RUSH YARDS GAIN	5	M-30			5	M-45	1	M-26		
RUSH YARDS LOST			1	M-29						
PASSES ATTEMPTED				EATON			FOX	EATON		
PASSES COMPLETED				FOX	M-40			BURNING		
PASSING YARDS				11				74		
PASSES INTERCEPTED										
PENALTIES/YARDS										
FUMBLES				BAUMAN						
FUMBLES RECOVERED										
FUMBLES LOST				ALLISON	M-40					
PUNTS										
PUNT AVERAGE										
PUNT RETURN							FOX	M-25		
KICKOFF	HUNTER	5								
KICKOFF RETURN	20	M-25								
FIELD GOAL									FOX	
FIRST DOWNS										

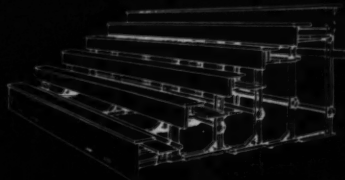
QUARTER

OFFICIALS

ATTENDANCE

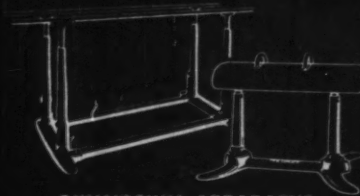
MISSOURI VS. OKLAHOMA HYPOTHETICAL GAME CHART

O kicks off, and Hunter takes ball on 5-yard line and returns to 25. Eaton runs off right tackle for 5 yards to M's 30. Fox plunges off right guard and is dropped back to 29 for yard loss. Eaton hits Fox in right flat for 11 yards gain and 1st down on M 40. Bauman plunges off left guard to 45, where he fumbles and ball is recovered by O's Allison. M's next offensive series gets underway when Fox takes punt on M's 10 and returns to 25. Eaton hits middle for yard, and Fox's incomplete pass sets stage for scoring play. On 3rd and 9 from M's 26, Eaton throws to Burnine on a down-and-out to left side for td. Play covered 74 yards. Fox's try is good.



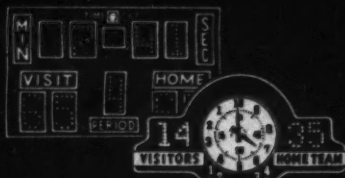
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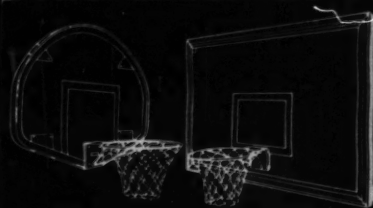
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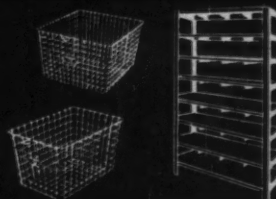
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cepted" square, where the name of the interceptor and the inclusive yards of the run-back are indicated.

Penalties: Appropriate offensive play is indicated, then a line is drawn to "penalties yards lost," where the type of penalty and yardage are indicated.

Fumbles: Fumbles are recorded in much the same manner as pass interceptions. "Rush attempt" and either "gain" or "loss" column is filled out and a line is drawn to "fumbles," where the name of the player committing the fumble is entered. Then an appropriate remark is made in either the "fumbles recovered" or "fumbles lost" box. The name of the player credited with the recovery is indicated in the appropriate square.

Punts: The name of the kicker is entered in "punts" square along with the yard line to which the ball carried. Actual distance of the kick is recorded in "punt average" column. Return of kick is entered on chart of receiving team, and information includes name of player making return and inclusive yards of return. In event the kick goes out of bounds, the symbol "OB" is entered in "punt return."

Kickoff: The entry is made on the chart of the receiving team. Information includes name of receiver and yard line at which ball actually was taken. In "kickoff return" square, is recorded the number of yards of the return and the yard line at which the play was halted.

Field Goal and Extra Point: A field goal is indicated by the name of the kicker and the yard line from which the goal was attempted. Entire remark is circled for successful goal. If goal is no good, proper notation can be made in margin, such as "wide," "left," "low." The "field goal" column also is used for extra points.

The name of the converter is entered at the side of the square, through which an "X" is placed for a successful attempt.

First Downs: These are indicated by blackening the square at the bottom of the column in which the first down actually was recorded.

Touchdowns: A score is entered by placing an "X" through the appropriate offensive square.

Recording Downs and Location of Ball: This information is entered in the top row of squares above "rush attempts." Upper half of square is for down and yardage, and lower half for position of ball on field. For example, a third down and five-yards-to-go situation on the Oklahoma 40-yard line would be entered "3-5/O-40."

This column is the key to successful charting, and extra care should be taken to insure that the information recorded is correct. All entries in this column should be made before each play is set in motion.

To facilitate reading the play-by-play, a notation is made when the ball changes from one team to another. Each series of offensive plays by one team is numbered. Therefore, when Team "A" takes the opening kickoff and later relinquishes the ball, it has completed its Number One offensive series. The figure "1" is entered at the top of the offensive square to indicate termination of ball control.

When Team "A" regains control of the ball, the figure "2" is entered over the appropriate column to indicate beginning of second offensive series. Termination of series is denoted by the figure "2" above the last offensive down.

As the scorer becomes accustomed to this system, he probably will add variations of his own. However, by using the basic method outlined here, the scorer will be able to keep a complete, accurate record of the game.

The compiling of statistics is a relatively simple matter with this charting system. By merely consulting the offensive columns, the scorer can pick out not only the team marks, but also the individual performances of all players. Thus, the work of computing statistics for an entire season is considerably reduced.

The recording of an average game can be accomplished with eight charts—four for each team.

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"METHODS AND MATERIALS IN PHYSICAL EDUCATION AND RECREATION"

Edited by Charles A. Bucher.
423 pages. Illustrated. PRICE \$6.25

This book represents a compilation of the best methods and materials available for the teaching of physical education and recreation activities. In the field of physical education, it is applicable to the elementary, junior high school, senior high school, and college levels. In the field of recreation, it is applicable to the various school and community settings where such programs are conducted. It has been written by 16 qualified authors in the fields, from various parts of the U. S., who are specialists for each of the groups into which the activities have been classified. Since the professions of physical education and recreation are closely allied, the consolidation of methods and materials in one book makes this a unique work.

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100 General Tips to 100% Football

By TOM MACRINI

Football Coach, Wappingers (N. Y.) Central School

WE here at Wappingers Central School devote the first two days of football practice to giving medical examinations, issuing equipment, assigning lockers, and in distributing forms relative to the player's personal history, parents' consent, academic schedule, athletic participation, and the actual football program.

We find that these two days of organization and orientation saves many hours for the practice field which would otherwise be consumed in "getting things straight."

Of course every school won't have the same situation we have, but we believe everybody can adopt the form pertaining to our actual football program. Entitled "100% Football," it lists 100 vital factors on every phase of squad membership—techniques, spirit, equipment, practice, etc.

We guarantee that it will facilitate understanding of what is expected of every boy and will assure maximum efficiency for the football program, just as it has done for us at Wappingers.

The form runs as follows:

1. Football is a man's game. You will be treated as a man. You will be expected to act like a man.

2. You are expected to be on the field ready for practice at 3 o'clock. If you're late, you'll be expected to make up the activity missed after regular practice. A coach will be on the field to assist you in making up that work.

3. The football season is one of the shortest of all major sports. You should be willing to make the necessary physical and social sacrifices for such a brief period of time.

4. The equipment room closes five minutes before 3 o'clock.

5. We maintain high standards, but we also help you get there.

6. You're scheduled for football the 7th (activity) period.

7. Half measures and half desires indicate only half men.

8. Helmets should never be thrown to the ground or sat on.

9. Night life and football don't mix. Give one of them up.

10. After practice, no one is permitted in any part of the school building beyond the locker room area.

11. Do not pass up an opponent.

12. Do not stay too long under the shower.

13. Tackle the passer and the receiver high.

14. No one is to indulge in any form of activity unless under the supervision of a coach.

15. Mediocrity is excellence to the mediocre.

16. The varsity squad will meet during the noon hour every Wednesday. Bring your lunch.

17. It's easier to be a good ball-carrier than a good blocker.

18. Wear a hat, cap, or any kind of head covering after showering.

19. Never commit a foul simply because you can get away with it. While you may escape penalty several times, you're likely to draw one when it will hurt your team the most.

20. Squads that don't stick together, fall apart under pressure.

21. Backfield pass defense—do not let a man get behind you.

22. Anyone can catch a pass or intercept one if no one gets in his way.

23. Cover for our passes.

24. Be a ball hawk and gang tackle.

25. The most efficient players do not bicker with opponents.

26. Protect your own territory.

27. You must assume that every pass the opponents throw is caught and that YOU must make the tackle.

28. If you haven't got that burning desire to stop the ball-carrier, you will never be a good football player.

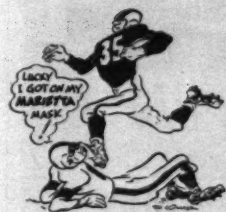
29. Football players may report directly to practice at the end of the 6th period.

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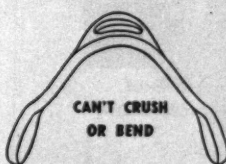
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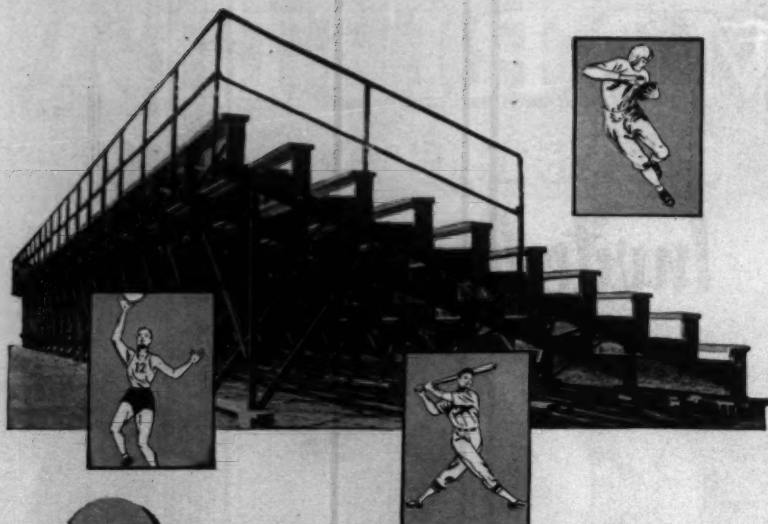


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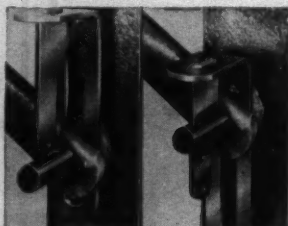
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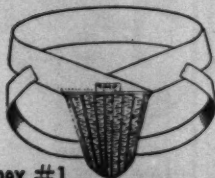
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30. Either a player improves each day or he deteriorates.

31. The rear leg should be pushing forward at the instant contact is made.

32. In a side tackle, throw your body in front of the ball-carrier.

33. Blocking dummies should be carried on and off the field, never dragged.

34. The most disheartening thing is to lose a game in the last quarter because of poor conditioning.

35. A team of hard, sure tacklers is a tough team to beat.

36. Getting on is largely a matter of getting up each time you're knocked down.

37. Excuses do not change a thing.

38. Block your man before he anticipates the block.

39. Get close enough for your tackle so you don't have to leave your feet.

40. The right angle to approach any problem is the *try* angle.

41. Cleats must be put on and taken off outside the school building.

42. Don't give your opponent two ways to go.

43. Know the complete situation (time, down, score, etc.) at all times.

44. Bravery escapes more dangers than cowardice.

45. Start fast on all plays.

46. Do not look back while running interference.

47. You're responsible for all equipment issued to you—its cleanliness, good condition, and return.

48. Do not overlap; never follow your color on defense.

49. Do not try to play two men at once.

50. Every inch counts; earn it.

51. On away games, we all go together and return together.

52. Never let a ball-carrier or a potential ball-carrier outside of you.

53. Vary your rushing routes.

54. The players on the bench must be seated in proper order. They must stay on the bench and must not mingle nor converse with spectators.

55. As soon as the ball leaves the kicker's foot or the passer's hand, we all fly towards the ball, to block or to tackle.

56. Develop split-vision.

57. Play the ball once it's in the air.

58. Players and/or managers may be detained or withdrawn from practice at any time for disciplinary or scholastic reasons.

59. Always remember that your feet must not get too far apart.

60. Get up quick—bounce up—

it's very discouraging to the opponent.

61. A liability on the field is an asset on the bench.

62. Attendance will be taken daily.

63. Tackle a shifty back high and a hard driving back low.

64. Shave all areas where taping will be necessary.

65. All equipment will be inspected every Friday.

66. Do not worry about blocking too high.

67. If your man is low, the best place to contact him is right in the pocket where the neck meets the shoulders.

68. Be sure all valuables are checked with the manager.

69. Keep your body between your ball-carrier and your opponent.

70. Never stop; don't THINK you heard the whistle.

71. If you attended classes, you're expected to attend practice.

72. Anticipate a play coming back over your territory.

73. Don't reach for the ball-carrier; run your shoulder into him.

74. A broken shoelace is a major problem; nothing about football is unimportant.

75. Benzoin and powder your feet daily.

76. Stay on your feet; you're no good on any other part.

77. All charges should be made forward first, then up.

78. When traveling to away games, wear your best clothes.

79. When on defense, do all your fighting in the other fellow's territory.

80. A man off his feet cannot hold a block.

81. Players and managers are to take books and clothing to the gym lockers and aren't to return to the high school section after practice.

82. Report all injuries, no matter how minor, to the coach and nurse.

83. We're never so good or so bad as we imagine.

84. Most games are won or lost in the last quarter; in other words, your physical condition must be tops.

85. If they don't score, we don't lose.

86. Be certain to read the daily practice instructions on the bulletin board immediately outside the locker room door before dressing.

87. People who want to win stand a very good chance of doing just that.

88. There's sure to be at least one man assigned to block you out; see that he fails.

89. Coach Rockne defined egotism

(Concluded on page 47)

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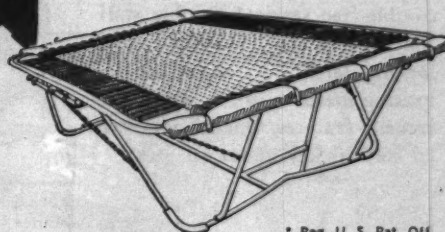
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COULD your athletic program—intramural and interscholastic—use more than 7,000 column inches of off-campus newspaper publicity a year?

A ridiculous question. What high school or junior college couldn't use that kind of newspaper coverage?

Now your school may be fortunate. You may be located in a community where the newspaper (or newspapers) actually assign a man to cover your athletic program. That is what we like to consider the normal duty of a paper. But, unfortunately, the staff of most newspapers are already overworked, and school sports don't get the coverage you

would like, the athletes would like, and their parents would like.

Perhaps your school has one student who's paid a small sum per inch by the paper for news.

Maybe your school administration holds the journalism teacher responsible for coverage.

These methods aren't enough.

A Sports Publicity Class!

By **WILLIAM P. BUTTLER**, Publicity Director, Pasadena City College

They do not have enough flexibility. They're merely "part time" plans that give only "part time" results.

The answer is simple. Your teams can get more than adequate coverage by the inclusion of one new class in the school curriculum!

We know; our school has done it. And our course is being copied widely in the West.

A recent issue of *Scholastic Coach* (November 1954) carried the excellent article, "Sports Brochures, Good Public Relations," by Harry Wilkow.

Mr. Wilkow's plan is a good one. But we've been carrying it a step further. Our plan has got us a yearly average of more than 7,000 column inches of news and pictures in local Pasadena, nearby Los Angeles metropolitan, and small daily and weekly newspapers, since 1948. (The figure actually is much larger, but since we don't have a clipping service, we count only the items we actually see in print.)

A class produces this publicity for us!

Local newsmen were frankly aghast in the fall of 1948, when our Pasadena City College officials told them that students would get the news, cover the games, and otherwise act as the newspapers' campus bureau.

By January of 1954, the students had been doing so well that one of the local sports editors—a well-known, nationally syndicated writer—said it was beyond anything he had even faintly imagined possible. The papers like the class as much as we do.

How does it work?

A teacher with journalism training and background was assigned the job of setting up and teaching the class. Dr. Irvin G. Lewis was the first instructor of the Athletics Press Bureau, or Journalism 58xABCD, as it was officially known.¹

Briefly, the Athletic Press Bureau works this way:

Students are allowed to enter the



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¹ The athletic news writing class described here, organized by Dr. Lewis, had been preceded by a Press Bureau which handled all non-athletic news of the school. The latter was organized by the author of this article and has continued right up to the present writing. In September 1953, Dr. Lewis returned to his first interest, speech, at his own request; and the author has been instructor of both the Press Bureau and the Athletic Press Bureau since that time.

class only after they've had at least a semester of journalism, or by special permission of the instructor and the English Department chairman. This rule is to insure capable students; for, after all, the work is important to the student body and to the school—being one of the most vital public relations tools of the college.

The class, though it deals completely with athletics, is administered by the journalism section of the English Department. This has proved to be a happy arrangement. The class is taught journalistic fundamentals and has standard academic requirements, but it meets in a room in the gym, in the midst of its "material" and its "sources"—the coaches and their teams.

The class is organized much as the sports department of a large daily newspaper. Students are assigned beats. For example, in the spring one student handles baseball for one of our two local dailies; another handles it for the other. One student is assigned to tennis for one paper, another for the other paper, and so on through the list of spring sports.

That calls for a large class if the athletic program is a broad one, as is true in most modern high schools and colleges. On those occasions when the class enrollment isn't adequate for such coverage, one student will cover golf, for example, for both papers; another will do it for tennis, and so on through the minor sports and intramural activities.

EXCLUSIVE COVERAGE

The major sports will still get an exclusive reporter for each paper. This practice assures the sports editors of getting different stories from their competitors, and also eliminates the danger of one paper being "scooped" on important developments. It is a major point in keeping daily newspapers happy and co-operative.

If the instructor is blessed with a large turnout of capable students, he works them as statisticians; as writers of "home town" stories about members of the team (much more important in the junior college than the high school); as writers of special feature stories on coaches and teams; as writers of releases for metropolitan newspapers, rival team school and community newspapers, and for radio and television outlets; as special assignment writers for stories that break suddenly; and as "leg men" who dig up features and fillers for the local sports columnists.

To round out the training of the students, they are "farmed out" to

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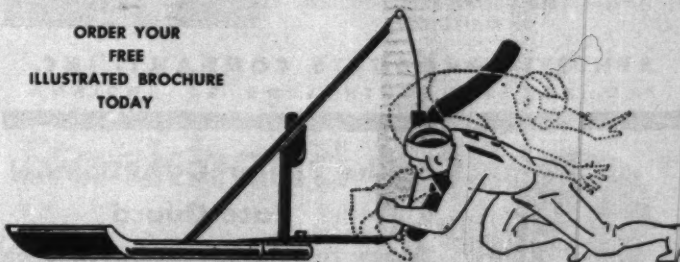


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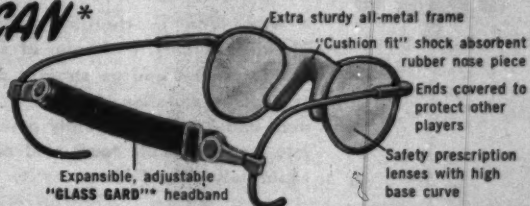
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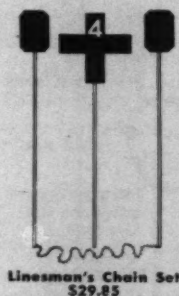
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the papers. Let's take an example: John Thomas is assigned to the Pasadena Star-News to cover the football activities of our school. He has been given basic instructions in class; he may even have been getting background experience as a member of the class for a semester or more.

Now he reports to the sports editor, who introduces him to the staffman assigned to high school or junior college sports. That man gives personal instructions to the student, sees him almost daily, helps him improve his style from week to week.

Through an understanding with the sports editors, the student work is, of course, edited before it is printed. The progress of the students is watched by both the professional newspaperman and the teacher.

It should be added that whatever the size of the class, it has become publicity headquarters for the school's athletics. Requests for news material on the team from opponents and their home newspapers are handled by the class. That alone is a sizable job taken off the coach's or athletic director's shoulders.

The class and its instructor staff the press box at all home games, and generally make themselves useful to newsmen at all athletic events.

Students are taught newspaper style; they learn how to prepare the story, how to place it on a page of copy paper—and all the essentials of journalism necessary for good publicity practices.

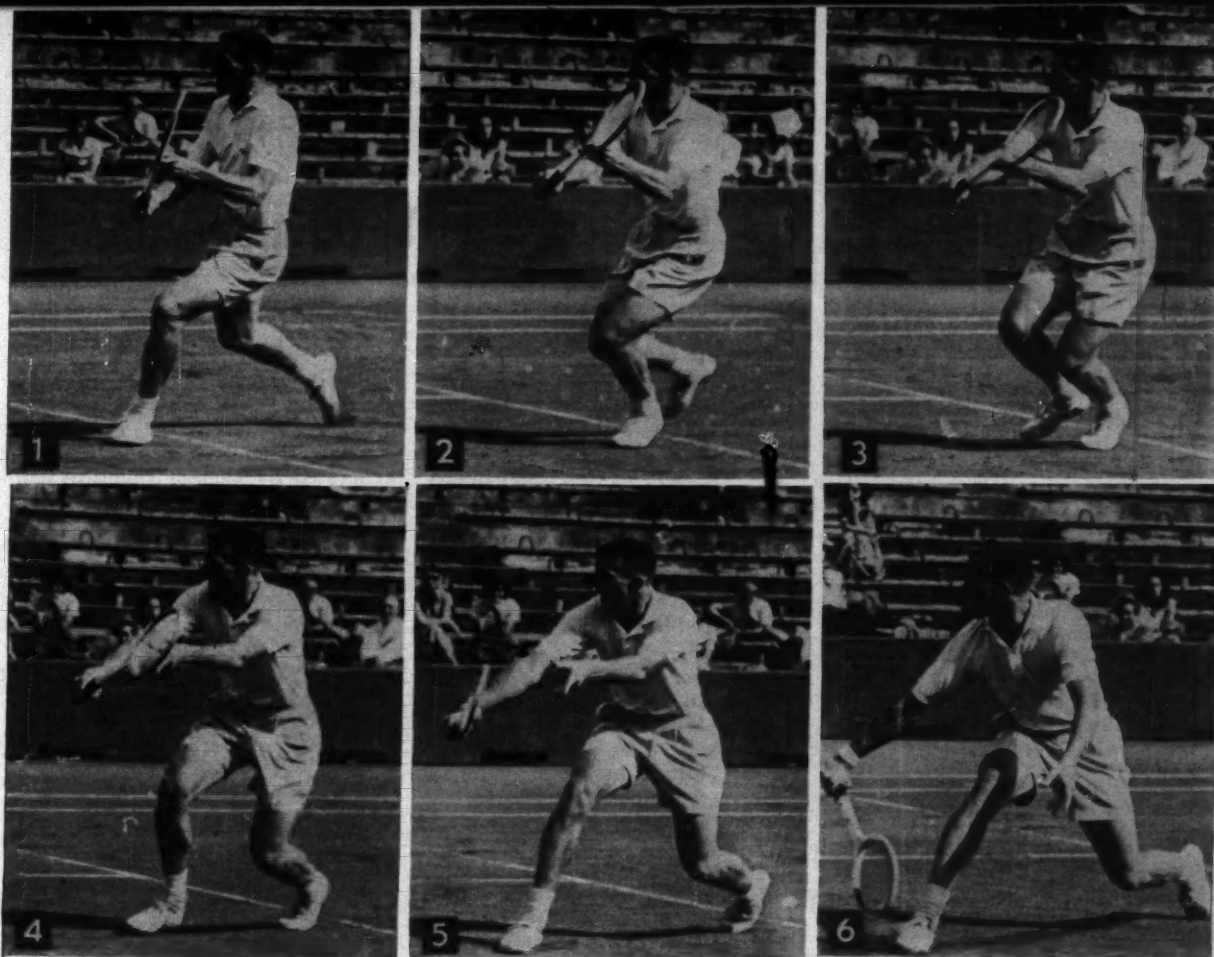
Maybe you've been thinking: "Well, that's possible with junior college students, but not with high school kids." Let's clear that one up.

What was known for 25 years as Pasadena City College was until July 1, 1954, actually a four-year junior college, comprising the 11th and 12th grades of high school and the 13th and 14th grades of college. There were no high schools as such in Pasadena.

Under this organization, the Athletics Press Bureau covered high school level teams and junior college level teams. High school students took the course and covered the activities of their high school teams. Their work was just as good and just as complete as that of their college classmates.

Now, with the Pasadena City Schools back to the traditional American school organization, 6-3-3-2, since last July, and with Pasadena High School and Pasadena City College separated, the new P.H.S. has organized its own Athletics Press Bureau, exactly like the

(Continued on page 49)



America's No. 1 player demonstrates the niceties of a cross-court backhand slice in actual competition.

Trabert's Backhand Volley

AMERICA'S No. 1 player, Tony Trabert, illustrates the medium-high backhand volley hit from mid-court. As you can quickly see, Trabert is running in and is compelled to play the ball from the service line area.

The pictures highlight two typical features of his backhand volley: (1) the shot is a punch with no back swing at all, and (2) the racket is always in the ready position, since it is cupped with the left hand. This is a highly recommended style, inasmuch as the right wrist is braced with the left hand—making for both steadiness and accuracy.

The left foot is forward in picture No. 1, but the right foot crosses over in the next two photos; so that when

Trabert actually hits the ball (No. 5) he's solidly braced with his weight automatically moving forward. Photo No. 5 also shows Trabert's excellent crouch, with the left hand coming out for balance.

Photo No. 6 illustrates the follow-through or, rather, the finish. There's really no follow-through. The wrist simply turns for direction. Note how Trabert's right foot digs in and kicks up the clay. He has stopped himself completely and is ready to spring in any direction for the next shot.

Between No. 5 and No. 6, Trabert's racket has come down and sliced the ball. It is a classical block slice but astonishingly short on the back swing, which is typical of Trabert. He releases his racket with his

left hand at the last possible moment. He derives his power from the beautiful body push and footwork.

This stroke is definitely recommended for imitation. Trabert has a solid punch resembling a short jab in boxing. Most beginners stroke their volleys, but the elimination of back swing (as shown here) automatically forces the player to punch. The left hand controls the right from becoming too wristy, and the footwork and knee bend well demonstrate how to get down to the ball.

Since Trabert is fairly far back, the stroke could well be the first volley after the service. He undoubtedly served from the left court and, judging by his court position, may be playing doubles. The stroke is a cross-court backhand slice with a minimum of spin, as illustrated in No. 5.

Reprinted from the country's No. 1 tennis magazine, *World Tennis*, published and edited by Gladys M. Heldman. The photographs were taken by Arthur Cole.

By BILLY TALBERT
Captain, U. S. Davis Cup Team

For Superior design, construction and performance

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American Approved DB-1 Extra Heavy Duty Official Regulation One Meter Diving Unit



American Approved Steel Pool Ladder



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**LIFETIME Aluminum
DIVING BOARD**
world's finest official board



BRANCH PLANT AT NAHMA, MICHIGAN

Blocking and Tackling Skills

(Continued from page 7)

opponent's hip, as pivot is working on opposite hip.

Pivot uses a straight shoulder angle block. He contacts opponent about hip high with near shoulder. Upon contact, near foot is advanced. After contact, far foot immediately comes forward and around with toe pointing in direction opponent will be carried. From this position, player follows through and up as in straight shoulder block.

4. Cross-Shoulder:

Used when blocker has an angle and isn't receiving any help in blocking defensive man. Before executing block, a short step in direction of opponent is often necessary. After correct position has been obtained, power is generated from near foot and leg or foot and leg that made adjustment step.

Head shoots across front of opponent, breaking his charge while shoulder that was opposite defensive man in original stance makes contact. Upper arm and forearm again form an extension of shoulder. After the jolt, the follow through and up are same as in straight shoulder.

Prime asset of block is head and neck position which interferes with penetration of opponent. The jolt is not as powerful as straight shoulder block, though it may seem to be, as blocker contacts man from side. The jolt is mostly made with one foot on ground, whereas in straight shoulder block two feet are planted, thus generating more power.

Moreover, contact is made by shoulder opposite advanced foot, thereby making block not as powerful as one with shoulder on same side as advanced foot.

Blocks mentioned thus far are used primarily to move opponents away from point of attack. We feel that they are basic.

5. Body Blocks:

Chief functions of these blocks are to keep opponents from entering path of ball-carrier by (a) making them move on own volition, (b) knocking them down, or (c) engaging them so that they cannot effectively participate in another action. We teach our body block from a step or run.

Step body block—initial movements are like cross-shoulder block, but instead of opposite shoulder opposite hip makes contact hip high.

If opponent is directly in front of blocker, it's immaterial which hip makes contact. In this case, step should be taken forward and hip opposite advanced foot establishes contact. Maximum power can be generated by keeping opposite foot on ground while leg straightens.

Running body block starts out like running shoulder block. After gather, it differs in that one foot is more advanced and power is generated with one foot on ground.

In all body blocks, we want the body, from outstretched arms to foot of swing leg, to form a line as nearly parallel to ground as possible with power leg fully extended and ball of foot on ground. Ventral surface of body should be facing ground.

Head and eyes should work as in shoulder blocks. We feel it's difficult to have head touch opponent first as in shoulder block and still get form we expect in body block.

However, we still emphasize nearness by attempting to get head within two feet of opponent before swing. Once contact is made, it should be held as long as possible. This can be done by crabbing on all fours (hands and feet) and continually pressing against opponent with a high bridge made by trunk.

We believe the feet should stay on the ground in blocking. They're the foundation of power, since power is built up from the ground.

DEFENSIVE PROCEDURES

Our defensive philosophy may be summed up as follows:

1. Carry the fight to the enemy (everyone in front of your toes is your enemy).
2. Never fail to follow the proper procedures, or you'll leave yourself wide open.

Stance: We like a four-point stance similar to a track man's because we believe it's faster straight ahead. By placing the defense in a faster, straight-ahead stance than the offense can afford to take, we compensate for the advantage enjoyed by the attack in knowing when the ball is going to be snapped.

On lateral movements, we can compensate by moving the defense back from the scrimmage line or toward the point we wish him to reach.

Charge: The one-foot neutral zone

is the toughest area to control. We like our defense to occupy that area before our opponents. If for some reason our defense cannot control the neutral zone, we still won't excuse them for not meeting the enemy within the neutral zone.

We practice speed in our defensive drills as much as we do in our offensive drills. "If the enemy is to be beat, he must be beat in his own territory" is a slogan that's still applicable to football.

Contact: We tell our defense that they must contact the offense first, not let the offense contact them first. Our contact area is the shoulder, upper arm, and forearm. We emphasize delivering a blow greater than the offensive jolt. The gather, as used by the offense, is also applicable here as is the extension of the involved joints.

Follow Through: At this point, we have the outstanding difference between our block and tackle. The defense encircles and holds or pushes the offensive man out of his way. We encircle and hold when we tackle and push an obstacle out of our way in order to make the tackle. After we remove a would-be blocker, we position ourselves as quickly as possible to remove another or make the tackle.

Follow Up: While driving the blocker or ball-carrier, it's also important to be taking the sting out of the offensive man's charge. We try to accomplish this by lifting him off the ground or making him very light on his feet, thus eliminating his traction with the ground.

When we make contact, our ultimate objective is to get the opponent off his feet. The lifting action is paramount regardless whether it is with the hands, shoulder, upper arm, forearm, head or neck, and it's greatly facilitated by keeping the knees bent and the feet on the ground. Thus, the importance of the follow up, and we literally mean up.

The coil position effected before contact is reestablished immediately after contact, and from there we gradually come to a semi-upright position—maintaining good body mechanics throughout the follow up.

We prefer to use drills on hand dummies and the Crowther machines until the correct form is mastered. After this our favorite defensive drills are:

1. Gauntlet—open field tackling in a fixed zone.
2. One-on-one—making the tackle.
3. Two-on-one — "one" making the tackle.
4. Three-on-one — "one" making tackle.
5. Bull-in-the-ring.

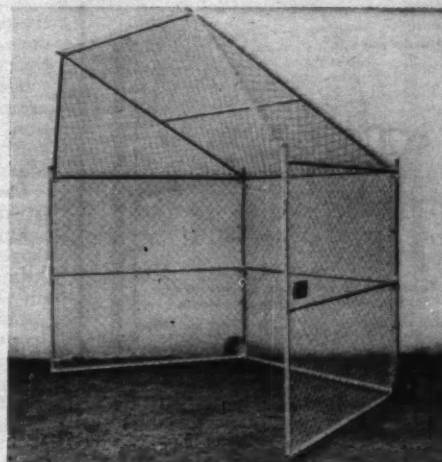
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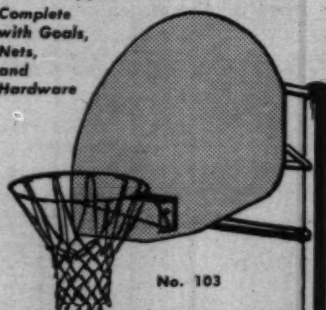
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NEW BOOKS

- **ADMINISTRATION OF SCHOOL HEALTH
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Illustrated—photos and tables. St. Louis:
The C. V. Mosby Co. \$5.50.

IN simple, clear language, the author
does a remarkable job of covering
every facet of the administration of
school health and physical ed pro-
grams, with implications for recrea-
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- **PHYSICAL EDUCATION FOR HIGH
SCHOOL STUDENTS.** Pp. 404. Illustrated
—drawings. Compiled and published by
American Assn. for Health, Physical Edu-
cation and Recreation. \$3.

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by the AAHPER specifically for teen-
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drawings—are all designed to attract and educate the typical boy and girl. An excellent contribution to the field, the book may be used as a text in physical ed classes or for supplementary reading. A teacher's guide and standardized tests are being prepared for those who use the book as a text.

- **RECREATION FOR THE HANDICAPPED.** By Valerie V. Hunt. Pp. 340. Illustrated—photos. New York: Prentice-Hall, Inc. \$6.65.

THE U. of California educator has done an excellent job of showing exactly how recreation can be applied to the handicapped. Her book develops a general philosophy of recreation and indicates just what specific needs of the handicapped can be met.

Part I serves as a general orientation, and directs the attention to the subtle biosocial interactions of the disabled and how to increase, lessen, or change their recreational needs.

Part II deals with the psychophysical aspects of neurological, orthopedic, glandular, and psychological disabilities that act as handicaps, and with how these psychophysical aspects may be related to the need for recreation. Within this section are practical suggestions for group organization, teaching methods, equipment, scheduling, and activity modifications or choices.

- **YOUR HEALTH TODAY.** By Dr. W. W. Bauer. Pp. 514. Illustrated—photos and drawings. New York: Harper & Bros. \$5.

TEACHERS and students who find health texts dull and pedantic will be delightfully surprised by this book. A cheerful, commonsense text, *Your Health Today* is certain to stimulate anyone's interest in health.

It minimizes anatomy, physiology and other technical subjects, and stresses the physical, mental and emotional problems of everyday living. Each chapter begins with a list of challenging questions and ends with an "ignorance curtain"—a list of common health beliefs that aren't true.

FREE LITERATURE

- The American Playground Device Co.'s 60-page *General Catalog* covers complete line of heavy-duty playground, park-picnic and dressing room equipment, tennis and basketball equipment, planning of playground areas. For copy, check listing under American Playground in master coupon on page 55.

- *Athletic Field Seating* is a colorful 4-page bulletin re Dur-A-Bilt bleachers explaining features of design, construction, finish, adaptability, and economy. Includes standard specifications and introduces Galvanized AF process which holds maintenance costs to minimum. For copy, write Playtime Equipment Corp., Mars, Pa., ask for Bulletin D-200.

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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

BIRDIE TEBBETTS is one of those managers who sleeps, eats, and drinks baseball. During the winter, he relaxed sufficiently to take in a few shows in New York. In the lobby between acts one evening, he ran into a friend who politely inquired about Birdie's family.

"How are your kids, Birdie?" he asked.

"Well," replied the Cincinnati manager thoughtfully, "I could use a little more right-handed pitching."

In a recent international track meet, a Hungarian hammer thrower far outstripped his competition. Interviewed later, he announced that "I am happy I was able to throw the hammer so far." Then he added in a soft voice:

"And just think what I could have done if I'd been able to throw the sickle right after it!"

In his book, *Somebody Up There Likes Me*, Rocky Graziano introduces a fine new word into the English language. The word—which cannot be classified as a noun, pronoun, or verb—is "wudges."

Example: Rocky once drove his handlers batty by disappearing from his Chicago headquarters before his championship fight with Tony Zale. It seemed he flew back to New York just to walk around his old neighborhood. He took a plane back the same night and found his bleary-eyed staff still awake.

"Wudges wait up for?" he inquired.

Ultra modern pep talk: La Salle College is a struggling little school in Philadelphia. Princeton is one of the wealthiest and toniest universities in the land. Before La Salle went out to meet Princeton in their quarter-final NCAA tourney game, Coach Ken Loeffler gathered his squad around him:

"Gentlemen," he said, "next door is

a bunch of apple-cheeked young athletes. Their fathers own the factories you're going to work in the rest of your lives. This will be your last chance to do something about it. So go out there and whip 'em."

Final score: La Salle 73, Princeton 46.

At Junior High School No. 44 in New York City, the boys like their play and after an enjoyable health ed period during the summer months, they're really wet and, well, slightly aromatic when they report to their next subject class. (The school has no showers.)

After repeated complaints by the teachers, the principal approached health ed instructor Milt Rosenberg with the suggestion that he stop play ten minutes early to give the boys time to simmer off.

Now, ten minutes is a long time to lop off the most enjoyable subject in the curriculum. So Rosenberg told the principal he would handle the problem in his own way. And he did.

Next time the class was lined up for dismissal, he bellowed an order: "Class attention! Stop sweating!"

Can anybody top this record, relayed by Lee Angelich, hoop coach at Porterville (Cal.) H.S. In 12 league games, Angelich's star forward, Bob Hill, converted 116 out of 132 free throw attempts!

St. Francis Prep of Brooklyn, N. Y., is mighty proud of its athletes these days. Its teams won city crowns in three different sports within the short space of three days! Its great basketball team, coached by Chick Keegan, copped the city parochial school crown; its track team, coached by Jim McHugh, won the indoor championship; and its swimming team, coached by Tom Booras, annexed its 11th city diadem!

Its basketball team was really something special, Brother Alphonsus, basketball moderator, tells us. It chalked up 25 wins in a row in winning the city title.

The pitcher was working carefully on Yogi Berra. With the count 2 and 2, he delivered high and outside. Berra went fishing—and missed. He dropped his bat and returned to the dugout. Nobody said anything or even looked at him. Yogi couldn't stand the silent treatment.

"How can a pitcher that wild stay in the American League?" he blurted.

George Stallings, colorful manager of the "Miracle Braves" of 1914, was an intense competitor who expected nothing less than perfection from his players. One afternoon he started his third-string catcher. In the very first inning, the fellow picked up a bunt and hit the runner on the head with his throw. The ball caromed off the runner's head and the fellow continued to third.

Stallings promptly yanked the catcher and told him he was returning him to the minors.

"But you can't fire me because of one bad throw!" remonstrated the unhappy receiver.

"I'm not firing you because you hit the runner on the head," snapped Stallings. "I'm canning you because he was able to reach third. Any time a catcher of mine can't kill a man with a peg on the head, he's finished."

Trade rumors earlier this winter had Gus Zernial moving to Washington from Kansas City. Asked if Griffith Stadium's left field was too long even for Zernial's type of hitting, Cal Griffith wryly remarked:

"No, it's too long for his type of fielding."

The trainer was surveying the damage after a pretty tough game. "How," he asked the fullback, "did you get that tremendous black eye?"

"Oh, that," remarked the boy, "I was hit by a guided muscle."

Bob Turley worked this winter in a Baltimore department store as a merchandising coordinator, whatever that is, and after his trade to the Yankees, the store included in its newspaper ads:

"We will positively not trade Bob Turley to any other department store in Baltimore."

Peripatetic King Kong Klein was working a ball game in the Rye (N. Y.) Pioneer Tournament when one of the players, trying to draw a foul, feigned being hit. He staggered back from the imaginary contact and fell to the floor, all stretched out.

Referee Klein, being on top of the play, knew it was a fake and snapped, "Get up, Sarah Bernhardt!"

The kid raised his head and snapped right back, "What are you, a dramatic coach?"

We owe a small apology to Middletown (N. Y.) H. S. In our football state championship round-up in March, we claimed that Kingston H. S.

copped the DUSO League title. It seemed we were only half right. Coach John Nania of Middletown tells us that his school tied Kingston, both schools winding up with 3-1 records in the league standings.

*Forty years a Coach's wife,
I wonder how I stand it.
One cannot even sleep at night,
It also takes the appetite.
I wonder how I stand it.*

*Did you win, did you lose,
And what was the score?
Was the team any good?
Why couldn't it do more?
Somehow I just endure it!*

—Mrs. Cam Henderson

BASKETBALL RULES CHANGES FOR 1955-56

IN a bold but practical effort to reduce both stalling and cheap goals, the National Basketball Committee drafted several major changes into the rules for 1955-56.

1. The free-throw lane was widened from 6 to 12 feet for college play, with other groups having the option of using the wider lane on an experimental basis.

2. The bonus free-throw rule will apply to the full playing time, eliminating the double free-throw penalty which has been in force for the last three minutes of play.

3. The 5-second possession rule will now apply to dribblers, preventing players from killing time by dribbling without any appreciable advance toward the scoring area. Penalty for infraction is a jump ball.

4. On jump balls, time will be in after the ball has been legally tapped by one of the jumpers—instead of after it leaves the official's hands. This will eliminate the time lost when a jump ball is tapped illegally and the play must be repeated.

5. A flagrant technical violation will now draw two shots instead of one, as in the past.

A minor change in the code legalizes the rubber-covered ball, as outlined in 1-12-Note, for any high school or YMCA game; while another change prohibits certain types of unusual or unnatural equipment, such as elevator shoes or shoes with springs built in the soles.

Supplementary material will emphasize a general principal concerning responsibility whenever a game or part of a game is marred by lack of activity.

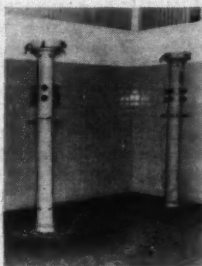
If the offensive team is behind, they'll be expected to use every reasonable means to score.

If the defensive team is behind, they'll be expected to force action in every reasonable way.

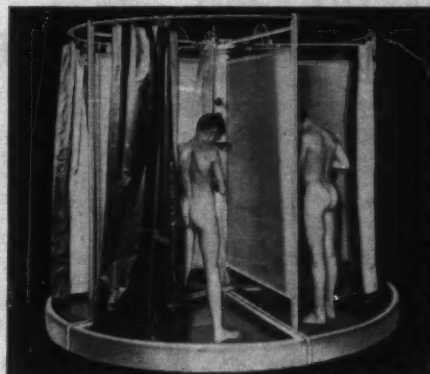
If the score is tied, the teams will be equally responsible for avoiding a style of play which produces no action.

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The Showers with partitions as shown at top of ad can also be furnished as Column Showers without partitions.



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PLAY DEEP NAP **DUNLOP**
Championship TENNIS BALLS

Planning the Season

(Continued from page 24)

I might add that in my experience I've made several appointments which were failures, but I've never been disappointed by a captain who was chosen by his teammates.

Once the captain has been decided upon, the coach must take him into his strictest confidence. He must, like the assistants and managers, be made aware of his part in the planning.

EXAMS AND INSURANCE

Physical examinations and insurance coverage should be dispatched, if possible, before the first day of practice. *Ironclad rule:* No boy should be allowed on the practice field nor issued equipment until he's cleared both these requirements. Failure to heed this rule can result in anything from condemnation of the coach's judgment to law suits against the school.

In most cases, school clerks are assigned to handle these two items. But the coach should assist in this task. Information concerning the school doctor, nurse, and the insurance company involved, will be given the coach and he should then contact both the doctor and nurse to formulate the procedure to be followed.

As the first practice generally takes place the first day of school or before, information dealing with the above can be directed to the squad members at their first meeting with the coach. It should be emphasized that no exceptions will be made from the routine adopted.

MEETING WITH CANDIDATES

The first meeting with the candidates is one of the most important steps in the entire plan. As most first meetings carry long and lasting impressions, it's necessary for the new coach to be fully prepared to make these impressions friendly, sincere, honest, and understandable.

Although the routine of this affair won't always be the same, I'd suggest that the beginning coach follow an outline similar to the following. (It's advisable to have one or more of the assistants share in this instruction.)

1. Introduce yourself and assistants and thank the players for their interest and attendance at this meeting.

2. Explain the hard work and sacrifices necessary in football. Also, the numerous benefits gained by fulfilling these requirements. Make it plain that the boys who do the best in all departments of the game will be the ones who represent the school on the playing field.

3. As all players will be interested in the system to be used, satisfy their curiosity by presenting a brief summary of how it works and the reason for such a choice.

4. Clearly explain all matters concerning practice hours, field proced-

The Wheat Germ Oil used in the research reported by Dr. Thomas K. Cureton in the March issue of Scholastic Coach was

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VioBin Wheat Germ Oil contains a 'vigor' factor that increases physical endurance and heart response.

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dependable
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ures, training regulations and discipline, eligibility lists, physical exams, and insurance requirements.

5. Once the objectives are fully covered, allow sufficient time for questions from the players. They'll always have questions (and many times important ones) which you've overlooked. The discussion of these queries will assist in building a strong bond between player and coach.

6. Be certain all phases have been sufficiently covered so that no time will be wasted once the opening practice whistle sounds. Then notify all present of the date and time for issuing equipment, as well as the first practice session.

ISSUING OF EQUIPMENT

To protect, at all times, each individual player is a vital responsibility which must be handled with great thoroughness. It's of extreme importance before the issuance of any gear, that the coach inspect each item personally to insure its satisfactory condition. No chances should be taken in this inspection and any doubtful gear should be set aside for repair.

Managers who will assist in the distribution of these articles should be present at this survey and warned of any faulty material. They should compile a check list of these items, store them away for future repair, and make allowances for replacements, if needed.

When the coach is satisfied as to the condition and quantity of his equipment, he should arrange the issuing date.

100% Football

(Continued from page 35)

as an anesthetic which deadens the pain of stupidity.

90. The men on the bench must direct their encouragement to the man playing their position.

91. There is no gain without pain.

92. A champion in any field is a person who can do his best in an emergency that unnerves ordinary people.

93. Wear no rings, bracelets, etc., in practice or game.

94. There's no substitute for that desire to win.

95. When tackling, keep under the ball-carrier's arms.

96. The boy who is never criticized is the one who should worry.

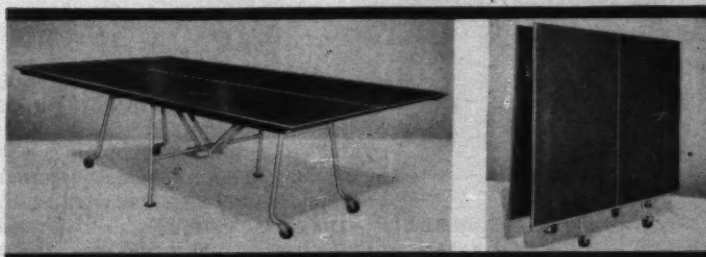
97. When it's necessary for all students to be in home rooms or elsewhere, practice may be delayed or cancelled.

98. Anything green, grows; even athletes.

99. Alibis do not interest our coaching staff.

100. Classwork and football work go hand in hand.

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Now, SICO gives you greater convenience and real multi-use of space. *Tuck-A-Way* folds up or down at a touch and glides quickly and easily to or from storage. So simple a child can operate it. So sturdy it will give years and years of trouble-free service.

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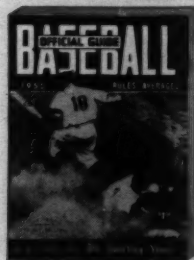
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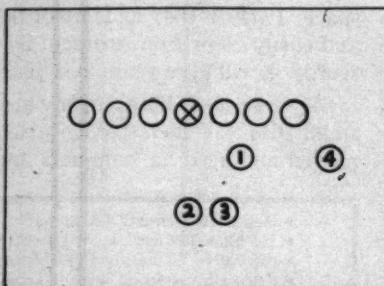
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Simplified Multiple Offense

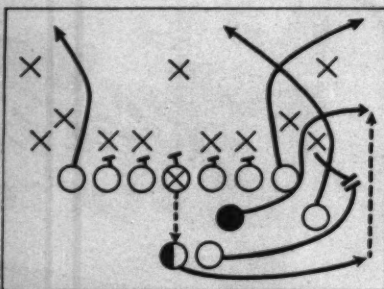
(Continued from page 11)

buck laterals, and reverses especially effective. When the shift is to the right or to the left, the defensive club has another problem on his hands. We recommend the running flat-pass play as a consistent gainer (Diag. 8). This pass is made more effective by the threat of a running sweep play.



Diag. 7, Notre Dame Box Formation

Another successful method of attack is furnished by a shift from the basic T to the short-punt formation (Diag. 9). This is achieved by shifting the backs only, as in the case of the "box" offense above. The linemen keep their "balanced" position.



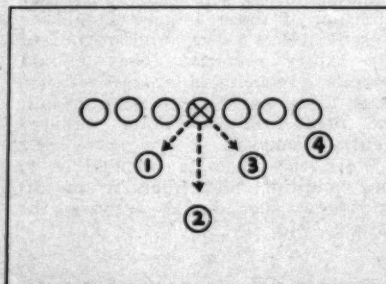
Diag. 8, Running Flat Pass Play

The balanced line arrangement and the similarity to a double wing attack, now present a different problem to the defense. With the 1, 2, 3 backs all in position to receive the center's snap, the running possibilities are tremendous. You can improvise your own plays, but we've built in a very effective series of reverses, sweeps, and quick openers from this alignment. Since every team has a punt formation, fitting this in will be an easy matter for you.

In addition, your 2 back is now 8 to 10 yards deep where he's a constant threat as a passer or a kicker. When he's that far back, the defense will have to wonder when to look

for a pass, a run, or a kick. This will be especially true on third down. We find our opponents playing in normal depth, and kicking on third down usually obviates any danger of runbacks and guarantees substantial gains on punt exchanges. This can often prove a deciding factor.

Your passing game will probably be more effective from this setup. Your passer's relatively deep position gives him more time to look the field over, spot his receiver, and throw. His confidence will grow and his completions increase. When trapped, he has enough room to avoid the rushing ends and chew up yardage. The added time will also give your decoys and receivers a better chance to get into their positions.



Diag. 9, Short Punt Formation

Have we suggested anything your high school squad cannot handle? We don't think so. In each of these formations, only the backfield men will shift. This can be done on a number-calling basis, or the backs can come out of the huddle and immediately take their new positions.

The linemen will always be in their starting positions, except for wider splits when in the split T. This means your blocking assignments will be affected very little, and any ensuing confusion held to a minimum.

We use a system whereby we come out of the huddle and over the ball in any of the suggested formations. We find that the defensive reaction, when confronted with ever-changing offenses, is invariably one of confusion. By the use of check signals along the line, we can exploit this confusion to our distinct advantage. Or we run the plays off quickly before the other club can properly adjust themselves.

You can install any method of play calling you wish. The fact re-

mains that when you line up in a different formation, the defense will have to be on the alert to do a good job on you.

There you have the foundation for a simple, yet productive multiple offense. Based on proven means of attack and requiring only the usual fundamental skills, it affords sufficient variety to be interesting.

Blocking assignments can be made interchangeable, due to the balanced line used in all the formations. And the ability to strike from different starting points will give your team more poise and confidence. It will also afford an excellent showcase for your team's abilities, and this eye-catching quality will pay off in bigger crowds.

Being able to field a team which is capable of hitting from the T, split T, box, and short punt formations will be a source of real pride to you—and anathema to your poor opponents! How would you like the job of rigging up defenses for this multiple offense?

Sports Publicity

(Continued from page 38)

college one, and it works there, too!

But back to the course itself.

Pasadena City College and High School have courses in photography, which fit in perfectly with the news-writing classes.

The printed programs for home athletic contests are Athletics Press Bureau jobs. For example, last fall it prepared programs for all home football games (seven of them); in the season just ended, it published six basketball programs for conference home games; and it published a program for the Alumni-Varsity baseball game that opened the baseball season.

One other job undertaken by the class is the planning and supervision of the printing of seasonal schedules for major sports. These take the form of large posters that are distributed throughout the areas in store windows, and small wallet-sized cards.

The class also handles all sports brochures, gathering the information, planning the publication, and getting it distributed.

While Athletics Press Bureau students aren't required to write for the school paper or the annual, many of them do, because their training in one can help in another.²

² As an interesting sidelight, we have found that athletes themselves like the class. At present I have nine of them in my class, representing football, track, baseball, basketball, and boxing. Obviously this is doubly advantageous. The staff has experts in various sports available, and the athletes get an academic class that appeals to them.



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Use this guide to locate schools at which your favorite coaches will lecture.

Details on schools may be gleaned from Coaching School Directory on pages 51 to 54.

FOOTBALL

BRENNAN, TERRY, Notre Dame—All-American (adv. on p. 53), Idaho Coaches.

BRYANT, PAUL, Texas A. & M.—Oklahoma Coaches.

BUTTS, WALLY, Georgia—Colby Coll. (adv. on p. 53).

COLLIER, BLANTON, Kentucky—Georgia Coaches, Ohio Football (adv. on p. 55), Kentucky U.

DICKENS, PHIL, Wyoming—New Mex. Coaches.

DIETZEL, PAUL, L.S.U.—Ohio Football (adv. on p. 55).

EDWARDS, EARL, No. Car. St.—Eastern Penna., Va. H. S. League.

ENRIGHT, REX, So. Carolina—Louisiana Coaches.

ERDELATZ, EDDIE, Navy—Ohio Football (adv. on p. 55).

EVASHEVSKI, FORREST, Iowa—Michigan Ath. Assn. (Upper Pen.)

FAUROT, DON, Missouri—Concordia Coll.

GRAHAM, OTTO, Cleveland—Florida St. U.

GUSTAFSON, ANDY, Miami—So. Car. Coaches (adv. on p. 55).

HAYES, WOODY, Ohio St.—Eastern Clinics (adv. on p. 51), Florida A. & M., Ohio Football (adv. on p. 55), Oregon U.

HOLCOMB, STU, Purdue—So. Ill. U.

LAHAR, HAL, Colgate—N. Y. State (adv. on p. 53).

LEWIS, ART (West Virginia)—West Va. U.

MATHER, CHUCK, Kansas—Florida A. & M.

MITCHELL, JACK, Wichita—Arizona Coaches.

MURRAY, BILL, Duke—Connecticut U. (adv. on p. 53), Va. St. Coll.

NEELY, JESS, Rice—Tenn. Ath. Assn., Washington Coaches (adv. on p. 53).

OOSTERBAAN, BENNIE, Michigan—Michigan U.

SANDERS, RED, UCLA—Colorado U., Nevada U. (adv. on 53), Eastern Clinics (adv. on p. 51).

TATUM, JUM, Maryland—Maryland U. (adv. on p. 52).

WARD, DALLAS, Colorado—Colorado U.

WALKER, DOAK, Detroit—Florida St. U.

WARMATH, MURRAY, Minnesota—Eastern Penna., Michigan Ath. Assn. (Lower Pen.), West Va. U., W. Ill. St.—Ill. St.

WHITWORTH, J. B., Alabama—Alabama U.

WILKINSON, BUD, Oklahoma—Wisconsin Coaches, Texas Coaches, Kentucky U.

WILLIAMSON, IVY, Wisconsin—Colorado Coaches (adv. on p. 52), Utah St. Coll., Wisconsin Coaches.

WOODWARD, WOODY, SMU—Kansas, Louisiana Coaches, New Mex. Coaches.

WYATT, BOWDEN, Tennessee—Tennessee Ath. Assn., So. Car. Coaches (adv. on p. 55).

BASKETBALL

ALLEN, PHOG, Kansas—New Mex. Coaches.

AUERBACH, RED, Boston Celtics—Colby Coll. (adv. on p. 53), Eastern Clinics (adv. on p. 51).

ANDERSON, FORDDY, Michigan St.—Michigan Ath. Assn. (Upper Pen. and Lower Pen.), W. Ill. St.—Ill. St.

BACH, JOHNNY, Fordham—Eastern Clinics (adv. on p. 51).

CARNEVALE, BEN, Navy—Eastern Clinics (adv. on p. 51).

CASE, EV, No. Carolina St.—Va. H. S. League.

COWLES, OZZIE, Minnesota—All-American (adv. on p. 53), Utah St. Coll.

DAVIES, BOB, Gettysburg—Eastern Penna.

EGLI, JOHN, Penna. St.—Upstate N. Y. (adv. on p. 52).

FOSTER, BUD, Wisconsin—Wisconsin Coaches.

IBA, HANK, Oklahoma A. & M.—Colorado Coaches (adv. on p. 52), Idaho Coaches, Nevada U. (adv. on p. 53), Oregon U.

LEE, BEBE, Colorado—Colorado U.

LOEFFLER, KEN, Texas A. & M.—Connecticut U. (adv. on p. 53), Eastern Clinics (adv. on p. 51).

MCCRACKEN, BRANCH, Indiana—So. Car. Coaches (adv. on p. 55), So. Ill. U.

MCGUIRE, FRANK, No. Carolina—Eastern Clinics (adv. on p. 51).

MILLIKEN, BUD, Maryland—Maryland U. (adv. on p. 52).

NEWELL, PETE, California—Arizona Coaches, Washington Coaches (adv. on p. 53).

O'CONNOR, BUCKY, Iowa—So. Dakota Ath. Assn., Wisconsin Coaches, Louisiana Coaches.

PERIGO, BILL, Michigan—Michigan U.

RUPP, ADOLPH, Kentucky—Concordia Coll., Eastern Clinics (adv. on p. 51), Va. St. Coll., Kentucky U.

SCHAUS, FREDDIE, West Virginia—West Va. U.

SHEARY, BUSTER, Holy Cross—Upstate N. Y. (adv. on p. 52).

WOODEN, JOHNNY, UCLA—Colorado U.

COACHING SCHOOL DIRECTORY

ADELPHI COLLEGE—Garden City, Long Island, N. Y. Aug. 8-10. Directors, George Faherty (Adelphi College) and John Sipos, Huntington, Long Island, N. Y. Course: Basketball. Staff: To be announced. Tuition: \$15 (includes room, notes).

ALABAMA UNIV.—Tuscaloosa, Ala. Aug. 8-11. Director, H. G. Crisp. Courses: Football, Basketball, Track. Staff: J. B. Whitworth & Varsity Staff, others. Tuition: Free.

ALL-AMERICAN CLINIC—Bemidji, Minn. June 20-23. Directors, K. E. Wilson and H. J. Erickson. Courses: Football, Basketball, 8-Man Football, Training. Staff: Terry Brennan, Ozzie Cowles, John Kundla, Lou Bogan, others. Tuition: \$15. See adv. on page 53.

ARIZONA COACHES—Flagstaff, Ariz. Aug. 14-20. Director, Joe M. Garcia, P.O. Box 61, Litchfield Park, Ariz. Courses: Football, Basketball, Track. Staff: Jack Mitchell, Pete Newell, others. Tuition: \$17.50 (plus \$15 for room and board).

BOSTON UNIV.—Boston, Mass. June 27-July 9. Director, Buff Donelli. Course: Football. Staff: Chuck Lappenbusch. Tuition: \$17.50 per semester hour.

CALIFORNIA POLY—San Luis Obispo, Cal. Aug. 8-19. Director, Al R. Arps, 7022 DeCielis Pl., Van Nuys, Cal. Courses: All Sports. Staff: Roy Hughes, Bill Archer, Forrest Twogood, Payton Jordan, Pinky Greene, George Nissen, Kickapoo Logan, others. Tuition: 4 quarter units for \$20, plus housing \$10, meals \$2.45 daily.

COLBY COLLEGE—Waterville, Me. June 15-17. Director, Ellsworth W. Millett. Courses: Football, Basketball, Baseball. Staff: Wally Butts, John Coombs, others. Tuition: \$22.50. See adv. on page 53.

COLORADO COACHES ASSN.—Denver, Colo. Aug. 17-19. Director, N. C. Morris, 1532 Madison St., Denver 6, Colo. Courses: Football, Basketball. Staff: Ivy Williamson, Hank Iba. Tuition: \$10. See adv. on page 52.

COLORADO UNIV.—Boulder, Colo. June 20-25. Director, Harry G. Carlson. Courses: Football, Basketball, Track, Baseball, Training. Staff: Red Sanders, Dallas Ward, John Wooden, Bebe Lee, Frank Potts, Frank Prentup, John Rockwell. Tuition: \$10. See adv. on page 71, April.

CONCORDIA COLLEGE—Moorhead, Minn. Aug. 8-10. Director, J. M. Christiansen. Courses: Basketball, Football, 6- and 8-Man Football. Staff: Adolph Rupp, Don Faurot, others. Tuition: \$10.

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- FRANK McGUIRE, No. Carolina
- RED AUERBACH, Boston
- BIRNEY CRUM, Muhlenberg

JULY 28-29-30

- EV CASE, No. Carolina State
- JOHNNY BACH, Fordham
- RED HOLZMAN, Milwaukee
- KEN NORTON, Manhattan

AUGUST 18-19-20

- KEN LOEFFLER, Texas A. & M.
- AL CERVI, Syracuse
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- DOGGY JULIAN, Dartmouth

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CONNECTICUT UNIV.—Storrs, Conn. Aug. 23-25. Director, J. Orlean Christian. Courses: Football, Basketball. Staff: Bill Murray, Dan Jessee, Ken Loeffler, others. Tuition: Free to CIAC members; \$10 others. See adv. on page 53.

EASTERN COACHING CLINICS—Cornwall-on-the-Hudson, N. Y. Basketball—July 14-16, July 28-30, Aug. 11-13, Aug. 18-20; Football—July 21-23, Aug. 4-6. Director, Clair Bee, New York Military Academy, Cornwall-on-the-Hudson, N. Y. Courses: Football, Basketball, Baseball, Track, Swimming, Training. Staff: See advertisement on page 51. Tuition: \$30 three days, \$20 two days, \$10 one day (includes meals). See adv. on page 51.

EASTERN PENNA. COACHES ASSN.—East Stroudsburg, Pa. June 20-23. Director, Marty Baldwin, Box 205, East Stroudsburg, Pa. Courses: Football, Basketball. Staff: Murray Warmath, Earl Edwards, Paul Amen, Bob Davies, others. Tuition: \$40 (includes room, board, free golf). See adv. on page 68, April.

FLORIDA A. & M. UNIV.—Tallahassee, Fla. June 13-18. Director, Jake Gaither. Courses: Football, Basketball. Staff: Woody Hayes, Chuck Mather, Bud Kennedy, Perry Moss, Tom Nugent, Frank Broyles, John Eibner, Mac Cara, Sam Langford. Tuition: \$10 plus \$3.50 for room.

FLORIDA COACHING SCHOOL—Gainesville, Fla. Aug. 8-11. Director, I. W. Brant, P. O. Box 426, Jacksonville Beach, Fla. Courses: Football, Basketball, Track. Staff: Gomer Jones, Frank Broyles, U. of Florida Staff. Tuition: Free to State Assn. members, \$10 State non-members, \$15 others.

FLORIDA STATE UNIV.—Tallahassee, Fla. June 9-11. Director, Tom Nugent. Course: Football. Staff: Otto Graham, Doak Walker, Charlie Trippi, Lou Groza, Bones Taylor, others. Tuition: \$15 (includes room). See adv. on page 69, April.

GEORGIA COACHES ASSN.—Atlanta, Ga. Aug. 1-5. Director, Dwight Keith, 310 Buckhead Ave. N.E., Atlanta, Ga. Courses: Football, Basketball, Training. Staff: Blanton Collier, Ray Graves, Joel Eaves, Sterling Dupree, Ralph Carlisle, others. Tuition: \$5 members, \$10 others.

HAWAII UNIV.—HONOLULU H. S.—Honolulu, Hawaii. Aug. 1-7. Director, James O. Mitchell, Farrington, H. S., Honolulu. Course: Football. Staff: Henry Vasconcellos, William Wise, others. Tuition: Free.

IDAHO COACHES ASSN.—Sun Valley, Ida. Aug. 8-12. Director, Jerry Dellinger, Jerome (Ida.) H. S. Courses: Football, Basketball, Track, Training, Boxing, Rules. Staff: Terry Brennan, Hank Iba, Dubby Holt, Packy Boyle, M. F. Sprunger. Tuition: \$10 members, \$15 others. See adv. on page 69, April.

INDIANA BASKETBALL—Kokomo, Ind. Aug. 4-6. Director, Cliff Wells, Tulane Univ., New Orleans, La. Staff: To be announced. Tuition: \$10.

KANSAS COACHING SCHOOL—Wichita, Kans. Aug. 22-25. Director, E. A. Thomas, 1300 Topeka Blvd., Topeka, Kans. Courses: Football, Basketball, 6-Man Football, Training. Staff: Woody Woodard, others. Tuition, \$10.

KENTUCKY UNIV.—Lexington, Ky. Aug. 11-13. Director, Bernie Shively. Courses: Football, Basketball, Track. Staff: Bud Wilkinson, Forrest Evashevski, Blanton Collier, Adolph Rupp. Tuition: Free.

LOUISIANA COACHES ASSN.—Baton Rouge, La. (Football, Aug. 3-5); Shreveport, La. (Basketball, June 8-10). Director, Woody Turner, 151 Charles St., Shreveport, La. Football Staff: Rex Enright, Woody Woodard, L.S.U. Staff. Basketball Staff: Bucky O'Connor. Tuition: \$5.

MARYLAND UNIV.—College Park, Md. June 16-18. Director, Bill Dovell, Box 295, College Park, Md. Courses: Football, Basketball, Training. Staff: Jim Tatum & Varsity Staff, Bud Milliken, Duke Wyre. Tuition: \$15 h. s. coaches, \$25 college coaches. See adv. on page 52.

MICHIGAN ATHLETIC ASSN. (Upper Peninsula)—Marquette, Mich. Aug. 4-6. Director, C. V. Money. Courses: Football, Basketball, Track. Staff: Forrest Evashevski, Foddy Anderson, Don Canham. Tuition: \$10 (includes room and board).

MICHIGAN ATHLETIC ASSN. (Lower Peninsula)—Mt. Pleasant, Mich. Aug. 15-19. Director, Dan Rose. Courses: Football, Basketball, Track. Staff: Murray Warmath, Foddy Anderson, Don Canham. Tuition: 20 (includes room and board).

MICHIGAN UNIV.—Ann Arbor, Mich. June 20-July 1. Supervisor, Howard C. Leibes. Courses: Football, Basketball, Track, Training. Staff: Bennie Oosterbaan, Bill Perigo, Don Canham, Jim Hunt. Tuition: \$20 resident, \$30 others.

MONTANA STATE COLLEGE—Bozeman, Mont. Aug. 15-19. Director, John Breeden. Courses: Football, Basketball, 6-Man Football, Track, Wrestling. Staff: To be announced.

NEBRASKA COACHING SCHOOL—Lincoln, Nebr. Aug. 15-18. Director, C. C. Thompson, Box 1028, Lincoln, Nebr. Courses: Football, 6-Man Football, Basketball, Training. Staff: To be announced.

NEVADA UNIV.—Reno, Nev. June 20-25. Director, Art Broten. Courses: Football, Basketball (two semester credits). Staff: Red Sanders, Hank Iba. Tuition: \$20 state residents, \$24 others. See adv. on page 53.

NEW MEXICO COACHES—Albuquerque, N. M. Aug. 7-13. Director, Doc Ledbetter, 1213 Princeton Dr. S.E., Albuquerque, N. M. Courses: Football, Basketball, Training. Staff: Woody Woodard, Phil Dickens, Phog Allen, Doyle Parrack, Ed Pilling. Tuition: \$10 members, \$15 others. See adv. on page 71, April.

Washington St. High School Coaches Clinic

Spokane, Wash. Aug. 22-26

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PETE NEWELL

U. of California, "Basketball"

JACK MOOBERRY

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- **DAN JESSEE**, Trinity
- **WAINO FILLBACK**, Middletown H. S.

BASKETBALL

- **KEN LOEFFLER**, Texas A. & M.
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HANK IBA, Oklahoma A. & M.
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KICKAPOO LOGAN
"Training"

\$20, residents \$24, non-residents
2 hours credit possible, Dormitory rooms
available \$2 per day

G. A. BROTEN, Director
University Station Reno, Nevada

NEW YORK STATE—Clinton, N. Y. Aug. 22-25. Director, Philip J. Hammes, Proctor H. S., Utica, N. Y. Courses: Football, Basketball, Baseball, Soccer, Wrestling, Training. Staff: Hal Lahar & Colgate Staff, others. See adv. on page 53.

OCCIDENTAL COLLEGE TRACK—Los Angeles 41, Calif. June 20-July 1. Director, Payton Jordan. Courses: All phases of Track. Staff: Payton Jordan, others.

OHIO FOOTBALL—Mansfield, O. Aug. 8-12. Director, Byron Bozarth, P.O. Box 17, Mansfield, O. Staff: Blanton Collier, Eddie Erdelatz, Woody Hayes, Paul Dietzel, Lou Saban, others. Tuition: \$10 members OHSAA, \$15 others. See adv. on page 55.

OKLAHOMA COACHES ASSN.—Oklahoma City, Okla. Aug. 7-11. Director, Clarence Breithaupt, 3420 N.W. 19th St., Oklahoma City. Courses: Football, Basketball. Staff: Paul Bryant, Rusty Russell, Cliff Speegle, Bobby Dobbs, Clarence Iba, Jack Cramer. Tuition: \$10.

OREGON UNIV.—Eugene, Ore. June 13-18. Director, A. A. Esslinger. Courses: Football, Basketball, Baseball, Track, Wrestling, Training. Staff: Woody Hayes, Hank Iba, Don Kirsch, Bill Bowerman, Bill Hammer, Kickapoo Logan, others. Tuition: \$14. See adv. on page 68, April.

PENNA. STATE UNIV.—University Park, Pa. Director of Summer Sessions, Room 103-D, Burrowes Bldg. June 13-July 1, July 5-Aug. 13, Aug. 15-Sept. 2. Courses: All Phases of Coaching, Physical Education, Camping, Recreation. Staff: Regular University Faculty. Tuition: \$11 per credit. See adv. on page 67, April.

SHERIDAN WRESTLING CLINIC—Bethlehem, Pa. Aug. 7-13, 14-20, 21-27. Director, Gerald Leeman, Lehigh Univ., Bethlehem, Pa. Staff: Gerald Leeman, Billy Sheridan, others. Tuition: \$30 (includes room and board).

SOUTH CAROLINA COACHES ASSN.—Columbia, S. C. July 31-Aug. 5. Director, Harry Hedgepath, 1623 Harrington St., Newberry, S. C. Courses: Football, Basketball. Staff: Red Sanders, Andy Gustafson, Branch McCracken, others. Tuition: \$7.50 members, \$15 others. See adv. on page 55.

SOUTH DAKOTA ATHLETIC ASSN.—Huron, S. D. Aug. 16-19. Director, R. M. Walseth, P. O. Box 203, Pierre, S. D. Courses: Football, Basketball, Track. Staff: Bucky O'Connor, others. Tuition: Free.

SOUTHERN ILLINOIS UNIV.—Carbondale, Ill. Aug. 18-19. Director, Dr. Carl E. Erickson. Courses: Football, Basketball. Staff: Stu Holcomb, Branch McCracken, Tuition: Free.

SOUTHERN UNIV.—Baton Rouge, La. June 13-17. Director, A. W. Mumford. Courses: Football, Basketball, Baseball. Staff: To be announced. Tuition: \$10.

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*Quoted from the minutes of December 16, 1954, meeting of the Pacific Coast Athletic Trainers Ass'n.



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TENNESSEE ATHLETIC ASSN.—Cookeville Tenn. July 27-30. Director, P. V. Overall, Tennessee Tech, Cookeville. Courses: Football, Basketball, Baseball, Track. Staff: Bowden Wyatt, Jess Neely, Bob Polk, others. Tuition: Free.

TEXAS COACHES ASSN.—San Antonio, Tex. Aug. 1-5. Director, L. W. McConachie, Box 626, Edna, Tex. Courses: Football, Basketball, Track, Baseball, Training. Staff: Darrell Royal, Bud Wilkinson, Hugh Daugherty, George Sauer, Phil Woolpert, others. Tuition: \$11 members, \$16 non-members, \$26 commercial companies.

UPSTATE NEW YORK BASKETBALL—Delhi, N. Y. June 29-July 1. Director, Edward J. Shalkey, Delaware Academy Delhi. Staff: Buster Sheary, John Egli, Ed McCluskey. Tuition: \$15 for one man, \$25 for two from same school. See adv. on page 52.

UTAH STATE COLLEGE—Logan, Utah. June 6-10. Write Athletic Director or Summer School Director. Courses: Football, Basketball, Baseball, Track, Training. Staff: Ivy Williamson, Ozzie Cowles, others. Tuition: \$10. See adv. on page 69, April.

VIRGINIA H.S. LEAGUE—Lexington, Va. Aug. 8-10. Director, Col. M. P. Echols, V.M.I., Lexington. Courses: Football, Basketball. Staff: Earl Edwards, Ev Case. Tuition: \$5 state coaches, \$10 others.

VIRGINIA STATE COLLEGE—Petersburg, Va. June 20-24. Director, W. W. Lawson. Courses: Football, Basketball. Staff: Bill Murray, Adolph Rupp, Doyt Perry. Tuition: \$15.

WASHINGTON COACHES ASSN.—Spokane, Wash. Aug. 22-26. Director, A. J. Lindquist, 3215 E. Mercer, Seattle, Wash. Courses: Football, Basketball, Track, Baseball, Training. Staff: Jess Neely, Pete Newell, Jack Mooberry, Bill Cramer, others. Tuition: \$1 per day for room, \$4.50 per day for board. See adv. on page 53.

WEST. ILLINOIS ST. COLL.-ILLINOIS ST. NORMAL U.—Normal, Ill. June 14-15. Director, Howard J. Hancock, Illinois St. Normal Univ., Normal, Ill. Courses: Football, Basketball, Baseball, Track. Staff: Murray Warmath, Fordy Anderson, Otto Vogel, Bill Easton. Tuition: Free.

WEST VIRGINIA UNIV.—Morgantown, W. Va. June 6-24 (Athletic Administration), June 27-July 1 (Football), July 5-9 (Basketball), July 11-15 (Track). Director, Ray O. Duncan. Staff: Murray Warmath, Art Lewis, Fred Schaus, Art Smith. Tuition: \$4 per hour credit for state residents, \$8 for others.

WISCONSIN COACHES—Madison, Wis. Aug. 8-12. Director, Harold A. Metzen, 1621 Jefferson, Madison, Wis. Courses: Football, Basketball, Track, Baseball, Wrestling, Training. Staff: Bud Wilkinson, Ivy Williamson, Bucky O'Connor, Bud Foster, others. Tuition: \$1 members and students; \$10 others (plus \$1.50 per night for room).

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- ☐ Catalog of Playground Equipment
- ☐ Catalog of Pool Equipment
- ☐ General Catalog

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BALL & HALE (54)

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- ☐ Catalog of Multi-Stall Showers and Wash Fountains

BROWN, M. D. (49)

- ☐ Catalog of Electric Scoreboards for Football, Baseball, Basketball

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- ☐ Colby College (53)
- ☐ Colorado H. S. (52)
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- ☐ Maryland U. (52)
- ☐ Nevada U. (53)
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- ☐ Ohio Football (55)
- ☐ South Carolina (55)
- ☐ Upstate N. Y. (52)
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CRAMER CHEMICAL (18)

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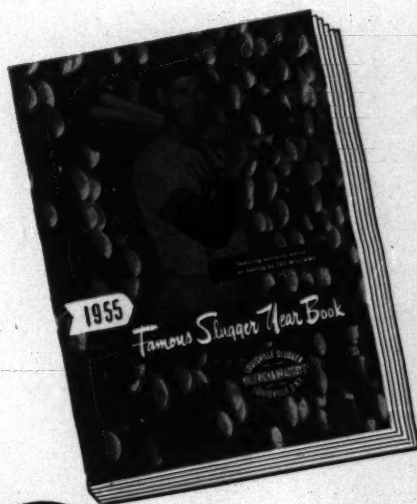
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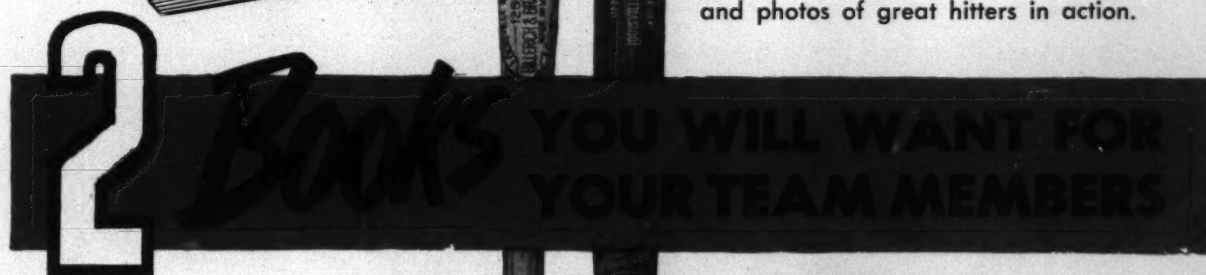
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